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ABSTRACT

Intended for administrators, the guide provides directions and materials for a series of workshops aimed at creating a team of people including educators, parents, and community workers, who can develop and monitor a career education program for handicapped students in secondary schools. The first of five sections gives an overview of the program components such as the workshop objectives and other preparatory and operational considerations. Chapter 2, on personnel responsibilities, contains information needed by personnel to become effective group facilitators, presentors, leaders, and participants in their specific workshop roles. A third chapter explains how a career education plan can be developed and implemented in secondary schools. Provided in Chapter 4 are specific procedures and measures related to conducting a needs assessment study, evaluating workshop effectiveness, and evaluating student competency attainment. A final chapter, which makes up the bulk of the document, outlines the content of each of 20 sessions with information on goals, objectives, activities, preparation, special considerations, and role of the trainer. Workshop topics include instructional strategies, community resources, the individualized education program, and student assessment. Appended are copies of baseline instruments, transaction instruments, outcome instruments, and an example of a career education plan. (SBH)

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TRAINER'S GUIDE TO LIFE CENTERED CAREER EDUCATION

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EC112901

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PREFACE

"How much, how fast, and what kinds of implementation and innovative changes can reasonably be expected" are questions raised in Chapter 4 of this *Trainer's Guide to Life Centered Career Education.* Expecting massive changes during a program's first years is unrealistic. Starting with small modifications that will, in time, lead to systemwide reorientation may be the best approach for some schools.

The Life Centered Career Education materials provide a means to introduce a career oriented curriculum to a school system without turning the system upside down. *Life Centered Career Education: A Competency Based Approach* is a resource that is as useful to an individual teacher as it is to a superintendent wishing to infuse career education into a district curriculum. An administrator may begin by distributing the Life Centered text to a handful of teachers, requesting that they experiment with the approach for a semester; or a school system could launch directly into a broad scale inservice training effort.

The *Trainer's Guide to Life Centered Career Education* is designed to help administrators initiate a career infused education program for handicapped students in the secondary schools. The Guide provides directions and materials for a series of workshops aimed at creating a team of people including educators, parents, and community workers, who can develop and monitor a career education program appropriate for their own community. A tangible outcome of the workshop series is a career education plan that is realistic and able to be implemented.

University personnel responsible for teaching career education could use this Guide to develop a series of simulation activities. This approach would prepare teachers and administrators enrolled in the course to assume an active and responsible role in their school's career education planning process.

Jean N. Nazzaro
CEC Staff Editor

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FOREWORD

A federally funded project, begun in 1974, to develop a methodology by which school systems could produce locally sponsored inservice training in career education for secondary students with mild retardation has proven to be a successful and replicable model. Companion publications, *Life Centered Career Education: A Competency Based Approach* and *Trainers' Guide to Life Centered Career Education*, were developed to help school districts offer this program to their students.

The text, *Life Centered Career Education: A Competency Based Approach*, groups curriculum into three areas: daily living skills, personal social skills, and occupational guidance and preparation. The curriculum model focuses on 22 student competencies and 102 subcompetencies. The text provides guidelines for teaching each subcompetency, suggests appropriate instructional materials, and offers a rating scale for assessing each student competency.

The Trainers' Guide is intended for use by the school district personnel responsible for preparing, conducting, and monitoring the inservice workshops and subsequent career education programs implemented in the schools. There are five sections: *Introduction*, which provides a total overview of the program components such as the workshop objectives and other preparatory and operational considerations; *Personnel Responsibilities*, which contains information needed by personnel to become effective group facilitators, presentors, leaders, and participants in their specific workshop roles; *Career Education Planning*, which explains how a career education plan can be developed and implemented in secondary schools; *Evaluation Procedures*, which provides specific procedures and measures related to conducting a needs assessment study, evaluating workshop effectiveness, and evaluating student competency attainment; and *Workshop Guidelines*, which outlines the content of each inservice session including goals, objectives, activities, preparation, special considerations, and the role of the trainer. Worksheets and other portions of the Trainers' Guide can be reproduced for use by workshop participants.

The Trainers' Guide will:

- Explain the background and rationale of the Life Centered Career Education Inservice Training Program.
- Define and explain the concept of Life Centered Career Education.
- Identify and explain the most common handicapping conditions with special focus on mental retardation.
- Identify the major reasons for inservice education as it relates to educational change.
- List and explain the major reasons and functions for the Career Education/Special Needs Committee.
- Explain the major features of the inservice training program: (a) the objectives, format, and participant responsibilities for the inservice workshops; and (b) additional inservice training components, i.e., student competency assessment, career education plan, and evaluation activities.
- Describe how to select appropriate personnel for the inservice training program.
- Identify the leadership skills and characteristics necessary to conduct effective workshops.
- Identify the major details that must be arranged prior to inservice training.
- Identify how to organize and assume major responsibility for conducting each inservice training session.
- Explain the procedures necessary in developing and implementing the Life Centered Career Education Plan for each participating school.
- Conduct and analyze a series of evaluation procedures associated with the inservice training program: needs assessment, workshop evaluations, student competency assessment, and career education program evaluation.

The development of professional personnel requires both a preservice and inservice component. No preservice training can prepare educators for all the tasks they will be facing nor will it provide the professional know-how which will be required by their ever changing role. Inservice education like the Life Centered Career Education Inservice Training Program provides a vital link in the continuous professional growth and development of educational personnel.

BACKGROUND OF THE LIFE CENTERED CAREER EDUCATION INSERVICE TRAINING PROGRAM

The life centered approach to career education was developed by Project PRICE (Programing Retarded in Career Education). In 1974, the Bureau of Education for the Handicapped awarded the University of Missouri-Columbia, Department of Counseling and Personnel Services, a three year grant to develop an inservice program that would assist educators, parents, and community representatives in developing a career education program for educable

retarded students. The Project PRICE staff based its inservice program on the results of a needs assessment involving a survey of approximately 300 teachers, counselors, and administrators. Information gathered through personal interviews and followup questionnaires was used in the design and development of the initial inservice program. Further input was received by local and national advisory committees and through extensive evaluations of field test workshops.

The initial inservice program consisted of six workshops, each six hours long. The first field test occurred in six cooperating districts: Ames IA, Flat River MO, Milwaukee WI, Minneapolis MN, Montgomery City MO, and Olathe KS. A limited number of counselors, special educators, and regular classroom teachers and administrators were chosen from one junior and one senior high school in each cooperating district to participate in the six days of inservice training.

The field test experience demonstrated to the project staff that inservice activities are generally most effective when local school personnel are directly involved in their own inservice development, planning, and implementation efforts. It is the local educator who knows the special students, the community, the strengths, and the limitations of the school district, as well as other important points that outsiders do not know.

Based on the evaluation data from the initial field testing and the suggestions from the trainers, participants, and national advisory group members, the material was revised. The revised program was field tested again in six new cooperating school districts: Independence KS, Jamestown NY, Joliet IL, Leesburg GA, San Diego CA, and West Allis WI.

Local trainers conducted the inservice program, but in this revision there were only four workshops in the program. Once again the program was evaluated and put in final form.

We are indebted to the many individuals who have contributed to the development of this publication. Their efforts have made this document one which is practical and directed to the personnel development needs of communities that wish to offer a comprehensive and practical career education program to their students.

Donn Brolin

INTRODUCTION

Chapter 1

A new and exciting educational movement has emerged in recent years. This movement is called career education. Its influence challenges educators to focus the curriculum and instruction on the centrality of the individual's life roles in society (Keller, 1972). Career education has emerged as a result of a variety of philosophical, economic, social, and legislative issues which have spotlighted the absence of a comprehensive effort by the school, family, and community to facilitate individual career development. It is important to understand the career education concept as it is being integrated into schools across the nation.

State and local education agencies have defined career education in a variety of ways. These definitions can be placed on a continuum stretching from a view that is primarily occupation centered to a view that is primarily life centered.

According to the life centered approach, career education should facilitate each individual's *life career development* in which *life* includes all aspects of a person's growth and development over the life span: *career* implies many settings (home, school, occupation, and community), many roles (student, worker, consumer, citizen, and family member), and many events (job entry, marriage, and retirement); and *development* means that people are continually changing and becoming (Gysbers & Moore, 1973). This movement includes the teaching, counseling, and community interventions necessary to facilitate the individual's total career development throughout life.

> Career education is the process of systematically coordinating all school, family, and community components to facilitate each individual's potential for economic, social, and personal fulfillment.

Viewed in this context, career education is a complete educational concept encompassing the total curriculum of the school. It is not just another name for vocational education. It embraces all subject areas in a unified manner using infusion and collaborative educational strategies. Vocational education is a vital part of career education as it deals with occupational preparation and upgrading.

Career education, viewed in this framework, provides educators with the vehicle necessary to meet the needs of both handicapped and nonhandicapped students. This framework can serve as the means of accommodating students with special needs into the ongoing educational process.

The Life Centered Career Education concept organizes individual development skills into three primary curriculum areas: daily living skills, personal-social skills, and occupational guidance and preparation. These areas are divided into 22 competencies and 102 subcompetencies. Academic instruction is viewed as being supportive to student competency development in these three areas. Research conducted by Brolin and Thomas (1971) and Brolin (1974) suggested that these 22 career competencies are the most important for the educable retarded student to acquire before leaving the educational system. Thus, the Life Centered Career Education conceptualization promulgates a competency based curriculum approach for handicapped students which will be emphasized throughout the training program. However, the practicality of the approach has implications for a school career education plan involving all students.

THE CAREER EDUCATION/SPECIAL NEEDS COMMITTEE

For systematic and positive curriculum revision and program change to occur within educational institutions, structures must be established to facilitate the process. These structures may take many forms and vary considerably in terms of their complexity and formality. The Life Centered Career Education Inservice Training Program specifies that a Career Education/Special Needs Committee be organized *well in advance* of the workshop phase of the program.

The role of the Career Education/Special Needs Committee is to facilitate the total inservice training program, including workshops which will lead to the development of a career education plan for the schools involved in the workshops. It may even become responsible for developing a district-wide plan of career education. In order to carry out its role, the committee must have a commitment to the ultimate objectives of establishing a viable program of career education that meets the needs of handicapped students. To function effectively the committee must recognize, however, that its mission is limited to the inservice training program that leads to the adoption of a career education plan for the buildings with participants attending the workshop. The plans formulated by the committee should be judged by the district administration to be educationally sound and administratively feasible before they can be recommended for adoption by the Board of Education (if this is required).

The Career Education/Special Needs Committee should consist of teachers, counselors, administrators, parents, agency workers, and representatives from business and industry. Since the workshop component is such an important part of the inservice training program, it is essential that the committee include individuals responsible for conduct-

ing the workshop sessions (workshop trainers). Further, it is considered essential that the members of the committee are also involved as workshop participants. The committee composition and its functions are discussed in Chapter 3 of this guide.

INSERVICE TRAINING PROGRAM

The Life Centered Career Education Inservice Training Program was developed after several years of concentrated study regarding the inservice training needs of school personnel. An extensive review of the literature, considerable input from advisory committees, surveys of the inservice needs of personnel in 12 cooperating school districts, and a series of field test workshops in several cooperating school districts spanning a two year period form the primary basis for our workshop objectives, format, and training materials.

The training model was designed to give school personnel, parents, community representatives, and business/industry leaders the necessary skills and materials to enable them to provide handicapped students with more relevant instruction and supportive services within a career education context. The model is a systematic delivery system for use by school districts in promoting the professional development of regular classroom teachers and other relevant school personnel, parents, community agency representatives, and business leaders. The unique features of the inservice training program are:

- It is an inservice staff development program which can be conducted by local school district personnel acting as trainers. College/university teaching staff are not needed to conduct the workshop series.
- It focuses on the development of receptive teacher attitudes toward career education and handicapped students.
- It emphasizes the development of a competency based career education curriculum.
- It orients school staff to a career education curriculum focusing on 22 major student competencies within three curriculum areas.
- It suggests important teaching skills to help educators accommodate handicapped students in a regular classroom setting.

Workshop Objectives

The major outcome resulting from the inservice training program is the implementation of a career education plan for the school district and/or various schools participating in the inservice workshops. In order for this to occur, the following objectives are the focus of the workshop sessions for various types of school personnel, parents, and community representatives:

- To assist participants in developing positive attitudes about students who are considered mildly handicapped.
- To provide methods for learning group process techniques.
- To provide information regarding the nature of various handicapping conditions, so that acceptance and education of such students can be fulfilled.
- To provide information on the nature of career education and its application to students with limited learning ability.
- To identify the major career education competencies that students need in order to function successfully in society.
- To identify the major career education curriculum modifications needed for students with limited ability.
- To identify appropriate educational approaches and classroom management techniques for enhancing learning and acceptance within regular classes/programs.
- To design a model of an Individualized Education Program for each student.
- To comprehend the relationship and impact which Public Law 94-142 has for career education inservice programs.
- To identify the major problems of handicapped individuals in educational and social settings.
- To instruct participants in the use of the Life Centered Career Education instructional units for teaching career education competencies.
- To identify major sources of instructional materials and media for the career development of students with learning problems.
- To identify methods by which students can develop necessary daily living skills, personal-social skills, and occupational skills.
- To identify community resources appropriate for the career development of students with handicaps.
- To identify ways in which parents can be most appropriately involved in the career development of students with handicaps.
- To familiarize participants with student assessment procedures and the means by which a student's competency level can be correctly evaluated.
- To identify personnel most appropriate and willing to instruct handicapped students within school and community settings.
- To instruct participants in the techniques which are used to evaluate the effectiveness of a career education program.
- To identify and establish specific roles and responsibilities for appropriate school staff to facilitate the career development of handicapped students.
- To promote improved articulation and understanding among regular and special educators so they will work more closely in coordinating the education program for handicapped students.

- To instruct and assist participants in the development of a comprehensive career education plan that can be implemented and evaluated within a school unit.

Workshop Format

To meet the workshop objectives, a 26½ hour/20 session format has been designed. It is suggested that the workshops be offered either in four 6 to 7 hour days, or in nine 2 to 3 hour modules, depending on the district's policies and limitations. Topics and time requirements are listed in Table 1-1.

TABLE 1-1
Inservice Sessions

Session	*Topic*	*Hours*	*Module*
1	Orientation	1½	1
2	Group Process Techniques	1	1
3	Handicapping Conditions	1½	2
4	Appropriate Educational Programing	1½	2
5	Career Education	1½	3
6	Instructional Strategies	1¾	3
7	Competency Units	1½	4
8	Resources and Materials	¾	4
9	Personal-Social Skills	1½	5
10	Daily Living Skills/ Occupational Guidance and Preparation	1½	5
11	Community Resources	1¼	6
12	Family Assistance	1¼	6
13	Individualized Education Program	1½	7
14	Student Assessment	¾	7
15	Career Education Programing	1½	7
16	Review of Data	1¼	8
17	Instructional Goals: Responsibilities	1½	8
18	Instructional Goals: Resources	1	9
19	Community Assistance and Administrative Goals	1½	9
20	Future Actions and Workshop Evaluation	1	9

Session Format

The inservice workshop model is designed to maximize the input, problem solving, and decision making abilities of the participants. It is believed that significant action and change in educational services occur in direct proportion to the active participation of school personnel in the decision making process. Therefore, this inservice training model is designed to be managed totally by local personnel without dependence on outside consultants.

Each workshop day consists of several sessions with specified objectives. Each session usually follows the format below:

Large Group Presentation or Demonstration
Local Education Advisor and/or Trainer

Small Group Activity
Trainers and Participants

Large Group Discussion
Local Education Advisor and/or Trainer with Participants

Small Group Reports
Local Education Advisor and Trainers

Large Group Presentation or Demonstration. The large group sessions include all participants collectively focusing on one topic. Usually large group sessions are conducted by a trainer or the Local Education Advisor (LEA) with a small group activity or discussion following. Large group sessions may be either a presentation or demonstration.

Small Group Activity. Trainers are used to facilitate small group sessions. One of the participants acts as recorder. It is important for the trainers to be aware of certain leadership skills which will assure their success as group leaders. Trainers must be skilled in active listening, must know how to include all group members in the activity, and should encourage group members to listen to the other participants.

Small Group Reports. Each trainer reports his/her group's consensus to the large group regarding the topic assignment. Each topic is reported on by all groups before proceeding to other topics.

Large Group Discussion. A large group discussion usually follows the small group reports. A major consensus is derived by the entire group and, if necessary, new information is conveyed. The discussion may be conducted by the LEA, a trainer, or another individual identified as appropriate for the topic.

At the end of each session all participants are asked to complete an evaluation form to determine the effectiveness of the activities. Assignments are given for the next inservice day and a general wrapup session is held to conclude the day's activities.

Participant Responsibilities

The workshops emphasize and require the active involvement of all participants: school personnel,

family, and community representatives. Individuals attending the workshops should know the extent to which they are expected to participate. It is suggested that they sign a contract of commitment to attend all workshop sessions and to participate in the development of a career education plan for their school, including their own individual commitment of involvement in this plan.

The following commitments are required of those participating in the inservice training sessions:

School Personnel. Attend all sessions, contribute to the small group problem solving sessions, read assigned articles, review the Life Centered Career Education competencies and write an instructional unit, identify competencies to be used in teaching students with mild retardation, help evaluate handicapped students in terms of their attainment of the 22 competencies, and help identify resources and other features to be incorporated into a career education plan. Some participants will be needed to serve on a Career Education/Special Needs Committee to develop a local career education plan in detail and to assist in its implementation.

Parents. Attend all sessions, help identify resources and student/parent needs, help school personnel develop a career education plan, participate in a parent session, and provide first hand information and assistance to the other participants about handicapping conditions and associated problems.

Community Agencies/Business and Industry. Attend all sessions, contribute at small group sessions and at the special session on community resources, and identify ways in which community resources can assist in the career education program.

ADDITIONAL INSERVICE TRAINING COMPONENTS

In addition to the actual workshop activities, there are several other important components of the inservice training program: (a) participants assess the competency level of target students for each of the Life Centered Career Education objectives, (b) the Career Education/Special Needs Committee develops a career education plan, and (c) needs assessment studies, workshop evaluations, and program evaluations are completed. Each of these components is discussed briefly below and in greater detail in Chapters 3 and 4 of this guide.

Student Competency Assessment

Conducting the assessment of student competency achievement is a difficult but essential component of any educational innovation. Although a substantial amount of research and instrumentation has resulted from evaluating student performance, the achievements of handicapped students have yet to be assessed adequately.

The Competency Rating Scale (CRS) assesses the students' performance of the 22 competencies through the rating of the 102 Life Centered Career Education subcompetencies. Behavioral criteria have been specified for rating the attainment of each subcompetency. In the process of developing the scale, the Project PRICE National Advisory Committee reviewed and suggested modifications of the criteria. The Competency Rating Scale was packaged and field tested during the third project year. Reactions from field testers resulted in further modification of the behavioral criteria. The latest revision of the Competency Rating Scale is published in *Life Centered Career Education: A Competency Based Approach* (The Council for Exceptional Children, Reston VA, 1978). Although reliability and validity estimates for the rating scale are not available at the present time, it is anticipated that through participant feedback, data will be collected, analyzed, and reported.

Trainers should become familiar with the administration, scoring, interpretations, and limitations of the CRS. While it is not necessary for the trainer to be a specialist in assessment, s/he should be aware of the general nature of the CRS. Since the scale is composed of subjective ratings, the results will be less reliable than more objective instruments. On the other hand, the trainer should understand the assertion that the 22 competencies cannot be assessed adequately by existing instruments. Therefore, certain psychometric properties are sacrificed at present in order to provide educators with a means of assessing the student performance level as related to each competency.

In order for the trainer to instruct others in the use of the Competency Rating Scale, s/he should become thoroughly familiar with the CRS manual and the record forms. The manual printed in Appendix A of the *Life Centered Career Education: A Competency Based Approach* text provides detailed explanations and instructions for administering and scoring the CRS.

Career Education Plan

The primary outcome of the inservice training program is the career education plan for the school district with miniplans for each administrative unit. The development of this plan begins with the workshop sessions and culminates as the Career Education/Special Needs Committee assumes responsibility for preparing a document summarizing participants' input from workshop sessions.

The Career Education/Special Needs Committee is the catalyst to move the participants toward the ultimate goal of developing a master career education plan for handicapped students. This plan must be organized in a manner which permits total implementation at the grass roots level. Strategies are to be developed and responsibilities identified for the persons involved in facilitating the development of the 22 competencies by handicapped students. Additionally, the plan should contain a component which provides for a competency assessment of each student prior to actual implementation of any curriculum revisions specified by the plan. The focal component of the plan would include the curriculum

modification, instructional strategies, and instructional materials identified and developed by workshop participants. Further, the plan should specify assistance to be rendered by special education personnel, implementation barriers to be overcome, and procedures for the preparation of a career education plan for each school building involved. The plan is next submitted to the central administration for consideration and support leading to school board approval.

Upon receiving school board approval, the career education plan is ready for actual implementation. Substantial administrative leadership must be exerted if total implementation is to be achieved. Implementation involves establishing effective infusion and collaborative techniques, conducting inservice training, informing parents and community, supporting the staff with necessary resources, coordinating formative and summative evaluation, and structuring a continuous feedback system which allows for program modification.

The development and implementation of a competency based career education plan is a challenging task. However, its development and adoption by a school district can have a significant impact on successful career development by offering a systematic and properly sequenced series of educational intervention during the formative period in the lifespan of students.

Evaluation Procedures

Any educational activity encompassing the magnitude of this inservice training program requires a systematic plan to analyze, monitor, and redirect staff development and career education activities. The evaluation component, in essence, determines whether the inservice training did indeed make a difference for the selected schools in a district. A systematic evaluation scheme which provides this information is vital to inservice program success.

The evaluation scheme is patterned after a formative (process) and summative (program-product) design. This design allows for the inclusion of judgments to be made in addition to descriptions of procedures and outcomes. The formative component includes both *baseline* and *transaction* information while the summative component provides terminal *outcome* information. These three types of information required in the evaluation of a process become the evaluative components of the comprehensive approach for assessing the inservice training program.

Baseline information is gathered for all significant conditions as they exist before the inservice program begins. These data provide a reference point to determine the present status of the educational system in terms of a comprehensive career education program for students. The transaction data are used to evaluate the functional aspects of the inservice program including organization, instructional strategies, and implementation process. The outcome data are used to assess the terminal worth of the inservice training program. This diverse approach of gathering input and assessment data from several sources provides additional evaluation strength for making curricular changes and decisions.

Data are collected from the program participants using several evaluation instruments. The assessment scheme provides a means for: (a) collecting baseline data, (b) evaluating the effects of the workshop sessions. (c) evaluating student competency attainment, (d) analyzing the effects of the career education plan, (e) analyzing the effects of functioning processes, and (f) analyzing data for interpretation, reporting, decision making and management purposes. The evaluation instruments, strategies for completion, techniques, target populations, and other evaluative information are discussed specifically in Chapter 4. Procedures for evaluating workshop sessions are included with the materials for each workshop.

CONCLUSIONS

The inservice training program is a comprehensive approach to preparing school personnel, parents, and community representatives to work with handicapped students within a competency based career education context. An effective team of trainers and a Career Education/Special Needs Committee are essential to successful inservice training workshops and the development and implementation of a career education plan. The process by which these are achieved is shown in Figure 1-1. Administrative support is absolutely essential if career education is to become a reality within the school district.

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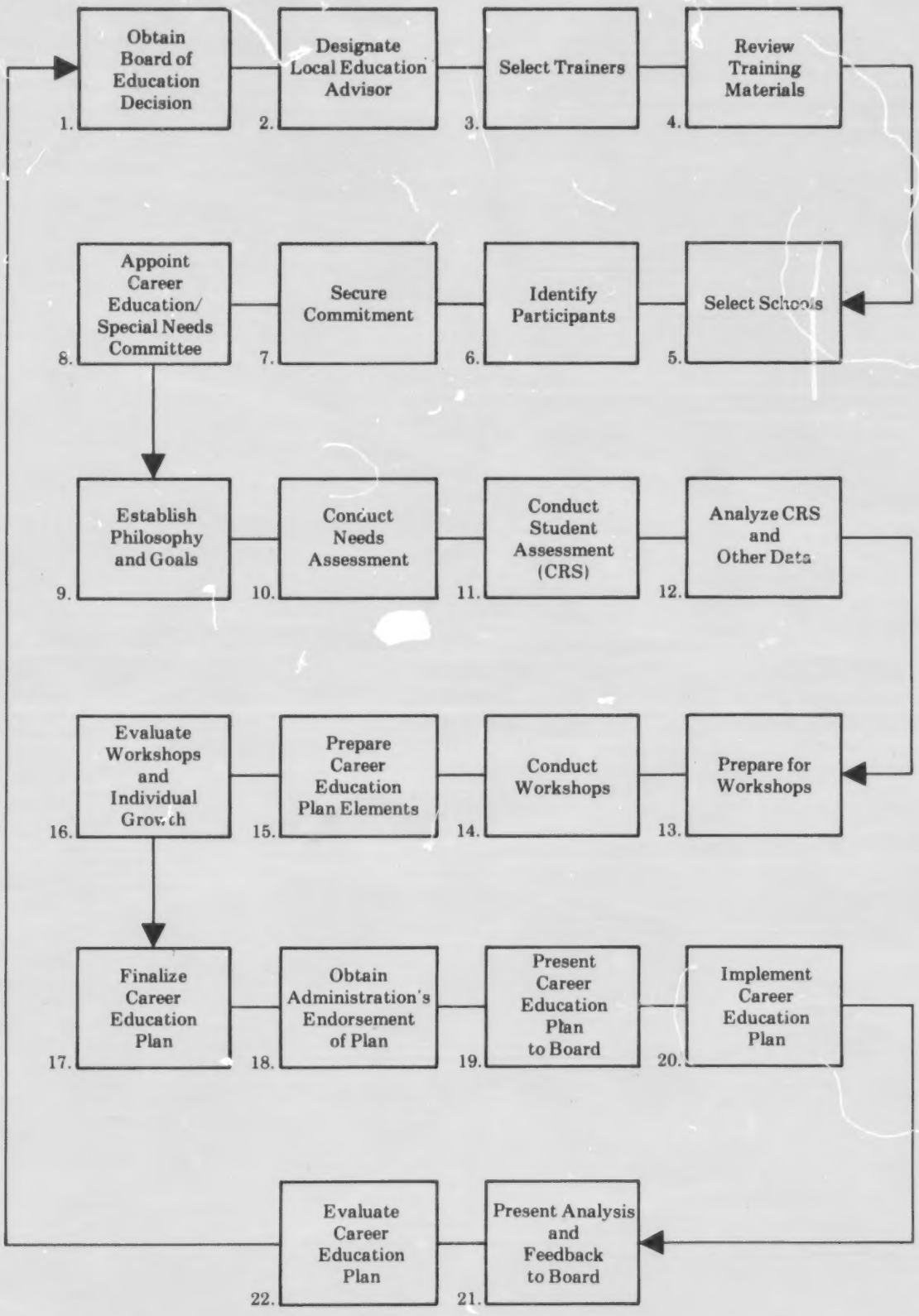

FIGURE 1-1. Flow Chart Depicting the Inservice Training Program.

PERSONNEL RESPONSIBILITIES

Chapter 2

INTRODUCTION

This section provides a description of the personnel, the responsibilities, leadership skills, preparation, and considerations helpful to those involved in conducting and implementing the inservice training program.

After reading Chapter 2 of this manual, any administrator planning to use the Life Centered Career Education inservice training program should select a local educational advisor (LEA) and trainers who display the potential to conduct a successful inservice program. Those individuals selected as trainers can develop an awareness of their roles and responsibilities by reading this section.

Although the local educational advisor (LEA) is the person responsible for the program, and in the beginning is the key person, gradually the LEA will become a member of the cadre of trainers. The unique role of the LEA will not become apparent again until the close of the inservice training At that point, it will be necessary for the LEA to resume the specific role of program coordinator.

In this portion of the manual leadership roles are described and responsibilities are delineated; therefore, administrators who are responsible for selecting trainers should read Chapter 2 carefully before making any final decisions.

SELECTION AND RESPONSIBILITIES OF PERSONNEL

Selection of Local Educational Advisors and Trainers

When the local school district adopts the Life Centered Career Education inservice training program it is essential that administrative authority and responsibility be vested with a specified member of the staff. This individual is referred to as the local educational advisor (LEA).

After the LEA has been selected, s/he along with other district level administrators proceed to identify five or six other individuals who will assume important responsibilities in conducting the inservice program. These individuals are known as trainers. Together, the LEA and trainers identify appropriate individuals to serve on the Career Education/Special Needs Committee to be appointed by the district superintendent. Under the direction of the LEA, the trainers plan, prepare, and conduct the inservice training program. The team relationship among these individuals is essential to eventual program success. These people need to be able to work well together in order to provide the enthusiastic atmosphere essential for the successful inservice program.

Selection of Workshop Participants

The LEA and trainers identify appropriate individuals to be the participants who will attend the workshop phase of the inservice program. Participants should be drawn from the following categories: educators, family members, community agencies, business, industry, local government, and students who could best assist in the development of career education planning for students with mild retardation and other handicaps. The following have been identified as appropriate to attend the workshop phase of the inservice training program:

- Administrators (at least five in attendance, two from the junior high, two from the senior high, one from the central office): principals, vice principals, counselors, supervisors, program directors, and administrative assistants.
- Teachers (at least twenty in attendance, ten from the junior high, ten from the senior high): department chairpersons; regular class teachers (art, physical education, home economics, industrial arts); and special education teachers.
- Parents (at least four in attendance): PTA officer and parents of handicapped students.
- Community Agency Representatives (at least three in attendance): vocational rehabilitation, employment service, welfare office, and sheltered workshop.
- Business/Industry, Government (at least three in attendance): employers, city council members, and employees.
- Students (at least four in attendance): student council members and class officers.

Responsibilities of LEA, Trainers, and Participants

The major responsibilities and roles of these individuals are listed below:

The local educational advisor (LEA)

- Is the core of the cadre of trainers.
- Is the general coordinator of the workshops.
- Is the administrator of details and materials.

The trainers

- Facilitate small group activities.
- Conduct appropriate sessions.
- Report to the large group regarding their small group discussions.

The community agency and public school participants

- Listen/respond/participate in activities.
- Develop a team relationship.
- Share ideas.

The student leaders

- Listen/respond/participate in activities.
- Share ideas and provide acceptance for peers.
- Communicate with handicapped students.

An important variable influencing the end product of the inservice training is the learning climate established by the trainers. It is the local trainers who remain in the district and who will keep the project alive.

Roles and Responsibilities of Significant Persons

The roles of significant persons functioning within the implementation model should include the following:

School administrators—school boards

- Obtain support and commitment for the Life Centered Career Education approach from school staff based on concern and agreement of need for better education.
- Provide leadership in gaining support of students, counselors, parents, and community.
- Assist with a plan for integrating and infusing the Life Centered Career Education concepts into the regular curriculum.
- Explain awarding of credits for nontraditional learning experiences.
- Bring together and coordinate personnel resources and activities that are found within the school district.
- Offer inservice programs designed to promote the curriculum plan.
- Promote an atmosphere conducive to using a competency based curriculum to meet the individual needs of handicapped students.
- Promote an equal and realistic placement system for students at the termination of their formal education.

Regular and special classroom teachers

- Assist students to acquire competencies.
- Help students develop positive attitudes toward themselves, others, work, leisure, and other career concepts.
- Relate the acquired competencies of the subject area to the future and show how these competencies will help in daily life and the world of work.
- Reinforce steps in career decision making and emphasize the importance of being responsible for independent living.

Community resource personnel

- Provide sites for observation and work-study experience.
- Assist with designing occupational curricula and provide work related information.
- Help with developing and administering job placement programs.
- Serve as resource persons in the school and classroom.
- Help develop support for the program in the community.
- Explain various roles and services necessary for competency attainment.

Guidance and counseling personnel

- Serve as resource persons to school staff, parents, and others seeking information concerning career development.
- Provide career day programs appropriate to the needs and potential of handicapped students.
- Provide information related to a wide variety of career options.
- Serve with other school staff as a liaison between school and all community agencies.
- Assist in the placement of students after they leave school.

Family personnel

- Assist students to acquire competencies at home.
- Help students acquire positive attitudes toward self, others, work, and leisure.
- Help acquaint students with the career considerations of various types of work roles.
- Assist the school staff by serving as a resource person.
- Help explain the relationships between specific competencies and work.

These descriptions emphasize some of the major concerns in introducing career education to handicapped students. The important points to remember are *infusion* of the competencies into the existing curriculum and *collaboration* with community resources. This approach requires a coordinated effort by a team including persons not normally associated with the traditional learning process.

GROUP PROCESS SKILLS

A strong feature of the inservice program is the use of two activities—brainstorming and consensus forming. Both brainstorming and consensus forming are introduced in Training Session 2 and are used throughout the remaining sessions. These are two activities which are important in developing problem solving skills.

These activities which require cooperation among the group members lead to the development of a cohesive team relationship. A strong cohesive team is needed to deal effectively with the problems that will arise in developing a career education plan. Thus, it is essential that brainstorming and consensus forming skills be adequately developed. The trainer should refer to Session 2 on Group Process Techniques.

Skills Needed by Trainers

Some of the common leadership skills needed by trainers are discussed here and should be used as criteria in the selection process.

When studying the objectives and procedures for each session, consideration should be given to the unique characteristics of the trainers so they can be used effectively within the inservice program. More than one trainer may share the responsibility for a given session.

Pleasantness. This quality indicates acceptance and tolerance and makes the difference in whether people tune you out or keep listening. When speaking to an audience, large or small, pleasantness sets the tone for open communication.

Enthusiasm. A secret of successful speaking is the ability to convince your audience that you know what you are talking about and that it is of vital importance. Enthusiasm can unify a group.

Resourcefulness. Speaking to an audience makes the speaker an automatic authority as far as the audience is concerned. Questions are sometimes difficult but a trainer attempts to answer all questions adequately.

Communication. Relating well to others, in large and small groups, requires good communication skills. These include active listening, responsiveness, and participation with group members. Dominating a group seriously damages the lines of communication.

Confidence. When serving in a leadership role, speaking with confidence is essential in order to have participants develop trust and respect for the leader's ability. If the leader lacks confidence, s/he is unlikely to elicit a good response from the group.

Coordination. An essential ingredient to an effective workshop is having someone with the skill to keep things from getting bogged down. This requires organizational and management skills as well as endless enthusiasm and a real sense of total involvement.

Large Group Presentation or Demonstration Skills

Confidence. All of the leadership characteristics and skills described previously are valuable to a trainer, particularly in a large group setting. Trainers in charge of a presentation on mental retardation, career education, appropriate educational programing, etc., must speak with authority and must be interesting. While it is not always possible to have a professional speaker or an outside expert on the particular topic, it is always essential to select an individual with a strong personality who demonstrates self confidence and a basic command of the topic.

Enthusiasm. Dynamic speakers are always desirable because they make a topic more interesting. Their personality radiates enthusiasm and concern for the topic to others. If a trainer is respected, has good communication skills, and utilizes the strengths of his/her personality to stimulate interest and convey concern and understanding to an audience, s/he is more apt to have an active rather than a passive audience.

Preparation. Presentations require considerable preparation prior to the session. The trainer should be familiar with the topic, the appropriate vocabulary, and related concerns. Nothing is more detrimental than to make a weak presentation to a large group and leave the audience confused, disinterested or, even worse, misinformed. Also, when using a media presentation, the preparatory and logistical activity surrounding the presentation is essential to its success.

Flexibility. Timing is crucial. A trainer must read the audience for cues about the pace, the acceptance of the concept being presented, and whether the information is being comprehended. Flexibility is necessary. After observing the audience, the trainer must make an instant decision: to change the pace of the presentation, back up a bit, briefly review, or clarify the essential points of the presentation before moving ahead. If the audience is not progressing and moving along as expected, a speaker must adjust accordingly.

Humor. A trainer can use his/her sense of humor when in front of the audience. Comic relief during a tense session can save the day. Often, unplanned remarks create laughter. A trainer must be able to laugh and respond naturally but not overdo the humor or use inside jokes which might turn off outsiders.

Communication. Demonstrations are designed to provide participants with career education activities they can take back to the classroom. Therefore the trainer conducting the session needs well designed communication strategies. Presenting the message in a simple uncomplicated way and getting participants to use the new information is important. According to Davis and McCallon (1974) the skill of showing the correct procedure without offending the learner is the key to successful workshop demonstrations.

Unity. When speaking to the entire group, a sense of common direction is important. That is, the trainer should reflect the group's common goals, directions, and, to a certain extent, attitudes. For example, a common assumption which must be made and reflected on occasionally is the point that all participants are interested in helping students acquire a more relevant education. Also that the participants are dedicated professionals, who, when given the tools, can contribute in some specific ways to achieving this common goal. In reality this may not always be the case, but the inservice program proceeds on the basis that this common goal is acceptable or at least will be at the end of the inservice program. So trainers and participants should be speaking in these terms. Large group presentations and demonstrations must promote a sense of togetherness and unity.

Awareness. Statements made by trainers should reflect a general team relationship among the partici-

pants working together as a select group since they have some special expertise to offer. Comments made in a group setting should not be directed to the educational personnel alone but should also include the community agency representatives and parents. It can be a potential hazard for the LEA and trainers to forget their audience is broader than just educators.

Small Group Skills

By studying the group process which is used throughout the inservice training program, trainers will be able to identify for themselves the activities they feel most comfortable in conducting. The topics, of course, will be the deciding factor which will determine who would be the most appropriate trainer for a particular session.

Trainers act as small group facilitators in every workshop session; therefore, facilitative skills are needed by all trainers. The following suggestions are offered for facilitators:

Organizing. Arrange the group so all members can see one another and are comfortable. Participants as well as the facilitator should stay seated during the discussion.

Remembering. Ask group members to introduce themselves. Try to learn the names of all group members as quickly as possible.

Active listening. Keep the discussion informal and keep spirits high. Encourage ease, informality, and good humor; let everyone have a good time. Accommodate disagreement if it occurs. Listen with respect and appreciation to all ideas but emphasize the objective and topic of concern to the group. Do not permit disagreement on other topics to sidetrack the group discussion.

Summarizing. Take time every 10 minutes or so to draw loose ends together: "Let's see where we've been going." Be as fair and accurate in summary as possible.

Clarifying. Help the group clarify its objectives so its purpose is clear.

Directing. Try not to direct questions to specific members of the group unless you detect that someone is seeking a chance to express an idea: "Mrs. Brown, you were about to say something. . . ." When encouragement is needed, try to bring about additional discussion indirectly: "Let's have some discussion of this question. . . ." "What do some of the rest of you think about this?" etc.

Being tactful. Interrupt the "speechmaker" as tactfully as possible: "While we're on this point, let's hear from some of the others." "Can we save your other points till later?" Using this approach, the discussion will remain on track.

Encouraging. Call attention to unanswered questions for future study or reference back to the speakers. The leader's opinion does count in the discussion, but keep your own view out of it as much as possible. Your job is to get others' ideas out for airing.

Concluding. Close the discussion with a summary, either the recorder's or your own if necessary. Nourish a desire in group members for continuing study and discussion through a skillful closing summary.

The facilitator's primary responsibility is to encourage participation so that mutual learning and problem solving can take place. The atmosphere must encourage creative expression and freedom of opinion. Participants must feel free to express their opinions, not just what they think they should say.

The facilitator acts as a clarifier for the group if issues, questions, or answers get confusing. The facilitator is also the summarizer. At the end of each small group activity, s/he summarizes the highlights and conclusions. This insures that all group members have a common understanding of the purpose and results of their activity and discussion. Communication skills are always needed by the trainer, but especially when leadership influences the atmosphere and, ultimately, the productivity of the group.

Participants have a good deal of first hand experience. Use their experience as a base for discussion. Much learning can take place in these discussions for both trainers and participants through exchanging ideas that work and those that do not, working through problems, and exploring possible solutions.

> Active discussion by a small group to determine goals, to choose methods of work, to reshape operations, or to solve other problems is more effective in changing group practice than is separate instruction of the individual members, external requests, or the imposition of new practices by superior authority—more effective, that is, in bringing about better motivation and support for the change and better implementation and productivity of the new practice. (Berelson & Steiner, 1964).

Small Group Reporting Skills

The trainer needs to support participants in small group reporting activities until confidence and a sense of unity are established.

Confidence. Trainers make reports for their groups until it becomes obvious that group members are relating well, feeling confident, and are willing to take an active role.

Unity. A team relationship is continually evolving as a result of small group problem solving activities. Reporting validates that each group member is taking an active part in the team process. Reports should be brief and uncomplicated. Remember, other groups are waiting to give their reports and unless the issue is complicated and involved, reports are to be kept short.

Positiveness. Reports should be made on a positive note. When, at times, negative attitudes do appear, the trainer should handle the report with tact and attempt to relieve the tension. The trainer should also refer the report to an upcoming session for further consideration.

Large Group Discussion Skills

The sessions which include all participants are more involved. Trainers skilled in clarifying and summarizing communication are usually best equipped to conduct these sessions.

Clarifying and summarizing. It would be well to use a trainer who is especially skilled in bringing things together in a relaxed, natural manner so participants can see the session in its totality. Goals of the session should be mentioned again. Integrating questions, comments, and activities require good organization and communication skills.

Resourcefulness. Answering questions in a positive manner is always helpful in assuring successful workshops.

Calmness. Problems can arise in the course of large group presentations. Disagreement may be expressed verbally or nonverbally, through facial expression or body language. The possibility exists for confrontation if a participant reacts with negative feelings to the philosophy or message that is being presented or discussed. Should these circumstances arise, the trainer in charge should listen attentively to the comments or question and answer in a calm and pleasant manner. Invite other participants to respond. The trainer should keep in mind that a scene could affect the entire workshop and while it is desirable to debate an individual point of view, it is unlikely, given the constraints and surroundings, that anyone will change his/her mind. A confrontation is likely to damage the atmosphere. It is important that the trainer remain in control at all times.

A better alternative to discussing an emotional issue with a participant in a large group is to invite the participant to lunch and discuss the subject further. It may be that in a one to one discussion the hostility will be dissipated and an attitude change may take place because the trainer is willing to actively listen to the participant. The participant realizes that his/her opinions count. No comment, question, or issue, regardless of its inappropriateness, should go unacknowledged.

Concluding. Closure must be made at the end of each session and details such as completing evaluation forms, collecting the forms, and referring the participants to appropriate readings must be attended to.

PREPARATION FOR WORKSHOPS

The guidelines for each session outline in detail all of the steps necessary to plan, prepare, conduct, and implement the inservice training. It is essential that this section be read thoroughly in order to prepare for the workshops.

An important element which contributes to the success of inservice training is the level of preparation of the trainers. If it is apparent to the participants that an extensive amount of preparation has gone into the program, then the program will be taken more seriously and evoke greater interest. Nothing is more quickly assessed by participants than lack of preparation.

Preparation, however, is two part: professional preparation and personal preparation. For personal preparation a trainers' checklist has been developed. It lists the individual concerns a trainer will attend to during the course of each workshop. The checklist should be reviewed prior to conducting the workshops and again after the workshops are over. It is meant to be a self audit, to help individual trainers monitor themselves. (See the Trainer's Checklist in Appendix B (B-2)).

Arrangements Needed

The coordinating person for the school district, usually the local educational advisor, should attend to preworkshop arrangements. These necessary arrangements will include:

Plan for the workshop participants.

- Select appropriate individuals to be participants. Invite participants to attend. Provide each participant with a brochure about the life centered approach to career education and the inservice training program.
- Provide information about time, place, and purpose of the inservice training workshops.
- Provide information about the inservice training program to administrators who will have personnel attending.
- Conduct a needs assessment survey and have each participant complete the staff development scale.
- Contract with participants to assure their attendance at all workshop sessions.
- Contact administrators to arrange for participants to be absent from their buildings.
- Arrange for substitute teachers to fill in for teachers attending workshops.

Meet with trainers to determine responsibilities each will assume for the activities.

- Review the Trainers' Guide with the trainers.
- Assign appropriate personnel to conduct each activity.
- Discuss possible modifications in the program.
- Provide any necessary material to help the trainers prepare for the sessions.
- Assign participants and trainers for small group work.
- Prepare a list of group assignments for all participants.

Secure a meeting place suitable for conducting the workshops.

- The faculty should have a pleasant atmosphere.
- The room should be large enough to accommodate the number expected.
- Room temperature should be comfortable.

- Furniture should be comfortable.
- Rest rooms should be accessible.
- Facilities should accommodate handicapped participants, if any are expected.

Arrange for the actual workshop.

- Secure necessary equipment for workshops such as projectors, screens, microphones, tape recorders, and extension cords.
- Collect materials for use during workshops such as note paper, pencils, poster board, magic markers, tape, name tags, and pins.

Arrange for publicity regarding workshops.

- Telephone local newspapers, radio, and television stations.
- Request news releases, announcements, pictures, etc.
- Contact any other appropriate publications.

Arrange for credits and professional growth.

- Contact proper persons for information.
- Obtain authorization.
- Sign necessary forms.
- Secure forms for participants' completion.

A preworkshop checklist is provided in Appendix B(B-1).

Special Considerations

"Adults have strong habits and strong tastes" (Davis & McCallon, 1974). Some participants are smokers and others will want a No Smoking rule enforced. In either case, smoking can be an emotional issue and the regulations regarding this must be decided by the cadre of trainers prior to the workshops. If the trainers decide to take No Smoking as a rule, then breaks must be included. It is a good idea to inform participants of this when sending out the workshop agenda. Prior knowledge of such regulations often eliminates difficulty.

Some participants will *need* coffee in the morning to get the day moving; others don't like coffee at all and will want water or other liquids. Coffee, however, is not an emotional issue. Therefore, having it available throughout the morning session usually is a good idea. Water should also be available throughout the entire day. Doughnuts may be served, funds permitting. During the afternoon, it is a good idea to have some cold soft drinks available. Refreshments should be in an accessible place where no group will be disturbed by people helping themselves.

SUMMARY

While skills needed by the trainers have been emphasized, the total success of the workshops does not rest on the trainers alone. It will not always be possible to carry out each of the sessions as they have been described. Success will depend on a combination of strong leadership, involvement, and commitment. This guide was written to help the trainer avoid pitfalls; it provides guidance in carrying out a successful inservice program.

Finally, a few words about the cadre of trainers in general. Some parents are particularly uneasy when attending inservice training with professional educators. It can be a threatening experience. Anything you can do, as a person and as a trainer, to help *all* participants feel welcome and relaxed will be beneficial. The cadre of trainers should work to avoid creating feelings on the part of the participants that the trainers have all the answers. Participants should be encouraged to play an active role in the planning of a career education program for their schools. In order to maintain participant interest and commitment after the final workshop session, trainers should keep in touch with the members of their small group. They should encourage, support, and commend participants on actions taken as a result of the inservice program.

In conclusion, trainers have a major responsibility in delivering an effective inservice program for the benefit of handicapped students in their district. It is their right, however, to expect administrative support and cooperation in conducting and implementing the program. Finally, it involves much work, but implementing the Life Centered Career Education curriculum can be personally and professionally rewarding. It would be easy at times to simply blame the program for something that went wrong. But the program is only as good as the quality of school staff who use it. The program has been field tested, yet each district has its own unique considerations which may require the program to be altered. Therefore, it is wise to completely review the sessions, topics, goals and objectives, media, and activities to be sure that these elements respond to the needs assessment deficiencies expressed by local school district participants.

Sample Formats

A sample brochure to accompany the invitations to prospective participants and a sample participant contract are provided at the end of the chapter.

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Invitation to Prospective Participants

What Is the Life Centered Career Education Inservice Training Program?

- It is an inservice training program for regular classroom teachers, special education teachers, counselors, administrators, parents, and community representatives.
- There are approximately 25 hours of training which will be conducted by local school district personnel.
- Life Centered Career Education has implications for *all* students as well as handicapped students.
- The direct outcome of the inservice training will be the development of a career education plan by the inservice participants.

What To Expect?

- There will be large group presentations, demonstrations, small group activities, small group reports, large group discussions, and question and answer sessions.
- The workshops will give you an opportunity to discuss classroom problems with others in an effort to find solutions.

Program Details:

- The inservice training will be held at ____ (building) in____room.
- There will be four (or nine) workshops on these dates: ____, ____, ____, ____.
- Each inservice day will begin promptly at _____.
- Refreshments will be served.

Participant Contract

I, _____, agree to participate fully in the Life Centered Career Education Inservice Training Program in the following ways:

1. To attend all four (or nine) workshops on these dates: ____, ____, ____, ____.
2. To actively participate in workshop activities.
3. To contribute to the development of a career education plan.

If for any reason I cannot attend all of the inservice sessions or contribute to the development of the career education plan, I will notify the local educational advisor.

Signed _____

Date _____

CAREER EDUCATION PLANNING

Chapter 3

INTRODUCTION[1]

This section is written for the local educational advisors, trainers, and other members of the Career Education/Special Needs Committee. It is intended to present the salient information needed to develop a career education plan.

Prestigious educational leaders and organizations have given strong support to career education. The Council of Chief State School Officers official policy (1978) states that "Career Education is essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development." The National Advisory Council on Vocational Education emphasized that career education is a *universal* necessity, and requires the integration of *all* our educational resources.

It is essential to hold this as a central guiding principle in the development and implementation of a career education plan. This broad and comprehensive view is particularly important as career education program components are developed for students with handicaps. In addition, the concept of normalizing the educational process for handicapped students must be viewed as important. A custodial view of retarded and other handicapped students simply runs counter to the life centered concept. There must be a basic belief that all students can develop levels of competency and that all people have life roles or careers which can be developed by some form of direct attention. This concept will not in any way negate the contribution of special educators, but it will expand to include the contributions of many others.

While the Inservice Training Program focuses on providing career education for the handicapped, the reader is encouraged to develop a broader, more complete concept which encompasses the career development of all youth.

ORGANIZING FOR CAREER EDUCATION PLANNING

All school systems have some structure for curriculum decision making. This may range from informal and primarily ad hoc structures in smaller districts to well defined, visible, and staffed structures in larger systems. The fact remains, however, that someone must make decisions about curriculum concerns and set developmental activities in motion. In the case of career education a steering committee for the district needs to be organized representing a K-12 continuum and a variety of disciplines. Its composition should include elementary and secondary counselors, principals, and classroom teachers. In addition, due to special interests and needs, representatives of the secondary practical arts, vocational, and special education departments should participate.

Community representatives should also be included on the Career Education Steering Committee. Community representatives should be selected from parent groups as well as from the greater business community. The latter will often come from that group of individuals who already cooperate with the schools either by providing a training site for or by working with the youth of the secondary schools. The local Chamber of Commerce may be a good source of assistance in this area since career education for secondary students has been identified as an area of concern by the National Chamber of Commerce.

If such a Career Education Steering Committee already exists, so much the better. It should, however, contain community advocates for the handicapped. This is important if the resources of the community are to be used appropriately for the benefit of all youth. While it is not essential that school board members serve on this central committee, it is essential that some representatives of central administration be active participants. The central office administration is in a position to communicate committee needs to the board and superintendent, and their presence indicates the importance placed by the administration on the work of the steering committee. It is generally best for a board member to avoid a special interest advocacy role. All board members need to be kept informed of the steering committee's recommendations.

Leadership for the committee should be based on an individual's leadership ability rather than whether or not he or she comes from the administrative ranks. Many schools have found that guidance counselors are able to provide excellent leadership for such committees. The leader needs to be able to take a broad view of the school system and the needs of children and youth. Guidance counselors, administrators, or ex-school board members may be particularly well suited for such a role.

While it is difficult to establish an arbitrary size for the steering committee, it is important that the

[1] We are indebted to Luther L. Kiser, Assistant Superintendent for Curriculum and Instruction, Ames (Iowa) Community School District, for his assistance in the preparation of this section. Dr. Kiser served as local education advisor for Project PRICE.

committee not be so large that its function is impaired. A dozen well selected, truly representative leaders may be most appropriate for this committee. The temptation is great to "put everybody interested" on the committee, but large committees have great difficulty in communicating effectively. The physical or logistical problem of being able to have everyone give his "input" is a major obstacle. Of even greater import, however, is the psychological disengagement that occurs when one believes that it is too difficult to influence the large group or that, with so many members, someone else will do the work.

Career education is so pervasive, however, that a central steering committee of 12 members may be too small in many districts to accomplish all the work. Subcommittees or task forces may need to be organized with a specific communications link to the steering committee. Hence, some steering committee members may either chair or serve as advisors to individual task force groups.

A special subcommittee for the career education of special needs students made up of the same general range of counselors, teachers, administrators, and community representatives should also be established. This committee is the one to which most attention will be directed, as it must assume the major responsibility in developing and implementing the career education plans from workshop activities. The roles of these two committees are discussed below.

The Central Career Education Steering Committee

As implied by the title of this committee, it is essential that direction is provided for the successful functioning of any program that purports to affect the K-12 curriculum for all students. Subcommittees or task force groups can be most productive when operating as part of a grand scheme, with well defined areas of responsibility. Such areas of responsibility must be identified to assure that all facets of the enterprise have been included.

The Central Steering Committee should decide on the basic K-12 program by:

- Identifying the career education model to be followed.
- Deciding on goals and general objectives.
- Identifying tasks and task force groups to accomplish the work.
- Developing a time line for the accomplishment of work.
- Serving as a coordinating, communicating, and evaluating agency as the work of separate task forces progresses.
- Identifying and serving as an advocate of the fiscal needs for the career education program.

While this does not exhaust the possible roles for the Central Steering Committee, it does encompass the most important leadership roles. There will be administrative decisions, community involvement, and ultimately instructional decisions which will rest on goals and objectives derived by the Central Steering Committee.

The Career Education/Special Needs Committee

This subcommittee will be the group that is responsible for developing and promoting for the individual school as well as the school district a career education plan for handicapped students. It must not be a subcommittee of special educators only. At least one or two members of this committee should also be members of the Central Steering Committee. In addition, trainers, as well as other faculty and workshop participants (including community representatives) interested in serving on this committee, should be included. If the district does not have or desire a Central Career Education Steering Committee, then this subcommittee may become the Career Education Steering Committee for the district, or at least for special needs students.

The Career Education/Special Needs Committee assumes many of the responsibilities previously listed for the Central Steering Committee. The subcommittee works closely with the steering committee in formulating policies and procedures relative to the nature of the career education efforts, inservice training, and outcomes expected from each school year.

RESPONSIBILITIES OF THE CAREER EDUCATION/SPECIAL NEEDS COMMITTEE

The process of developing a career education plan begins well before the inservice workshops are conducted. There are three major time periods associated with the responsibilities of the Career Education/Special Needs Committee: prior to workshops, during and between workshops, and after workshops. These correspond to the development and implementation of a career education plan for the district and/or the schools involved in the inservice training program.

Prior to Workshops

- Review all training materials thoroughly, particularly the Trainers' Guide.
- Write a philosophy of career education, including the conceptualization and definition, relative to special needs students and consistent with district policy.
- Compose a preliminary list of career education goals and objectives that can be categorized into three areas: instructional, community involvement, and administrative.
- Present the philosophy and goals to the district's Central Career Education Steering Committee and the central administration to gain their input and endorsement.
- Conduct or assist in the needs assessment study (see Chapter 4, Trainers' Guide).
- Conduct or assist in the student competency assessment study using the Competency Rating Scale.

- Compile, analyze, and prepare written materials reporting the results of the needs assessment and student competency assessment studies.

During and Between Workshops

- Serve as a liaison between the school administration and workshop participants.
- Conduct or assist in evaluating the students' competency levels (if not done before the workshops).
- Record and analyze important student and workshop data.
- Provide feedback to workshop participants of data collected during small group activity sessions.
- Collect and analyze important data from outside sources related to the development of a career education plan(s).
- Begin working on career education plan(s).

After Workshops

- Organize input and materials received from all workshops and set in motion the actions needed to write and complete the career education plan(s).
- Submit progress reports, as necessary, to workshop participants, administrators, board members, and interested citizens.
- Examine programs, courses, services, facilities, community resources, and other components necessary to effect an appropriate career education plan.
- Complete the final career education plan(s).
- Present the career education plan(s) to workshop participants, the Career Education Coordination Committee, and the central administration.
- Make necessary modifications.
- Direct the implementation of the plans.
- Conduct an evaluation of program effectiveness.

Prior to Workshops

Shortly after the committee is organized, the entire inservice training package should be reviewed by all members. The Trainers' Guide should be read thoroughly. The text *Life Centered Career Education: A Competency Based Approach* should also be reviewed thoroughly. The purposes of reviewing these materials are to: (a) become thoroughly familiar with the concepts inherent in the definition of Life Centered Career Education, (b) establish a philosophy of career education for handicapped students, (c) gain an understanding of the conceptual framework for all components of the career education plan, (d) develop a list of preliminary objectives for the career education of handicapped students, and (e) assist in developing a close relationship with the school administration and the Central Steering Committee. The committee members should pay particular attention to all aspects and responsibilities they will assume in the development of the various career education plans. It will be necessary for committee members to study the components of the career education plan in detail.

Closely allied to the philosophy of career education that is adopted should be the identification of a preliminary set of instructional, community involvement, and administrative goals reflecting the district's conceptualization of career education. These goals should take into account the career education propositions which are listed in the Life Centered Career Education competency based curriculum. Examples of such goals are presented below:

Instructional goals.

- To provide *all* students with the opportunity to develop the 22 Life Centered Career Education competencies.
- To facilitate the integration of handicapped students into regular classes and services for career development.
- To increase the number and kinds of hands on activities within various subject areas.
- To encourage all teachers of handicapped students to emphasize the career implications of their subject matter and provide for career awareness, exploration, guidance, and preparation opportunities.

Community involvement goals.

- To involve the family more appropriately in career education planning and services.
- To involve community agencies more appropriately in career education planning and services.
- To involve business and industry more appropriately in career education planning and services.

Administrative goals.

- To monitor each student's competency level and progress more appropriately and relate it to an individualized education program.
- To determine ways in which special educators can be more adequately used by regular teachers, counselors, and community personnel.
- To provide necessary inservice training/orientation to all school staff prior to program implementation.
- To secure additional financial support to implement an effective career education program for handicapped students.

Other goals may be added as necessary in the local situation since these examples only represent some essential goals which have been identified during the development of this model.

Once identified, these goals need to be endorsed by the Central Career Education Steering Committee and the central administration of the district to make sure that they reflect the perceived goals and directions of the district. Again, depending on the

size of the district, this may be an easy task involving only a few people, or may be more complicated involving meetings to insure the commitment to the goals by district leadership.

Communication of these goals will require a variety of efforts by committee members. An effective presentation needs to be developed using appropriate audiovisual media and teaching techniques. Information sheets or handouts on the goals and objectives need to be produced in multiple copies.

All this must be done *prior* to the first workshop as part of the school district's preparation for the inservice training program. It is an essential ingredient in making decisions about participants, workshop content, and program direction. The inservice training model can have a most positive and significant influence on an educational program, but it can be done only on the basis of some prior decision making at the district level.

The Career Education/Special Needs Committee will most likely be involved in or responsible for the needs assessment and student competency assessment studies that are undertaken prior to the initiation of the inservice sessions. In order to provide a specific picture of needs, the present level of competence of participating students must be identified. The instrument for such an assessment, the Competency Rating Scale, is provided (see Appendix A), but it requires individual administration which may be accomplished by using volunteers.

The student competency assessment study emphasizes the world of reality for the workshop participants. This study should allay any concern that the Life Centered Career Education curriculum is too theoretical in nature. The study will reflect "the state of the competency" of identified students—students for whom the participants feel actual responsibility.

The study must be organized systematically by assigning specific responsibility to volunteers and establishing time schedules for assessment sessions with students. This can be accomplished with the help of the special education teacher and the building principal. Place time constraints on the receipt of the written student analyses by the volunteers and have them returned to a central location. Members of the committee should then summarize the results and prepare written material to be presented in Session 16.

Detailed descriptions of these activities are presented in Chapter 4 and should be reviewed carefully.

During and Between Workshops

During this period, the committee serves as a liaison between the school administration and workshop participants, assists in evaluating the competency level of participating students (if not done before the workshop begins), collects and analyzes important student and workshop data to present at later workshops, and works on the career education plan(s).

The first workshop sessions focus on background information about handicapping conditions, career education, and instructional strategies related to the identified competencies. Later workshop sessions focus on the specific action of local program development. The initial workshops will be general in nature and center around small group activities. As the workshops progress, new volunteers will be providing input and release time will be needed to accomplish tasks.

Participants will be offered the opportunity to express their own commitment by taking on specific work. Some will want to join the Career Education/Special Needs Committee to assist with further decision making. While this will provide for volunteerism, it is also a time to encourage the involvement of workshop participants whose leadership abilities have surfaced during prior sessions. As in any change process, it is important to identify those who may support and influence the attitudes of others. The intent of the inservice program is to create a "spread effect" throughout the school or system and the benefit of the entire concept depends on that accomplishment. The direct benefits to participants is important, but only a part of the potential effect.

As the workshops progress, the Career Education/Special Needs Committee records and analyzes input received from the workshop participants. Each discussion should result in some written record. This is true for small group discussions as well as the large group sharing sessions. Worksheets are provided for most of the sessions and a recorder should be appointed for each small group. The recorder's notes should be analyzed, summarized, and shared with workshop participants. While this will add work to the task, the benefit will outweigh the effort. Shared commitment is the goal and communication is aided by putting these understandings into writing.

After the data are collected and analyzed by the committee, it is necessary to share input with workshop participants. Session 16 begins with the summary of the goals and objectives identified at a previous session as well as the results of the student competency assessment. In fact, significant new input may be forthcoming from those who have already given some thought to the topic. The assessment data will be new information; its value for future decision making has been presented earlier.

Time must be spent by the group in analyzing these data. As specific needs are identified, the implications for instructional action are revealed and decisions made by teachers can be reliably implemented. While we readily accept the idea that democratic input from a variety of sources improves the quality of decision making, it is more difficult to see the commitment to action component as an extension of that process.

The Career Education/Special Needs Committee is responsible for the collection, tabulation, analysis, and reporting of data leading to the career education plan.

After Workshops

The termination of the inservice workshops marks

the beginning of an even greater amount of activity on the part of the Career Education/Special Needs Committee.

A great deal of written material will be generated as the workshops attend to "common understandings." These shared commitments will be important only as further refinement occurs and as action plans are developed. The committee should organize the input received from the final workshop sessions and set in motion the action that is called for immediately. A sense of motion must accompany the newly found sense of direction. This may be accomplished by distributing a progress report of the plan(s) and common understandings to participants, administrators, board members, and interested citizens. The Career Education/Special Needs Committee must begin to formulate their plans and support their implementation.

While the workshop sessions provide the majority of necessary input, there is a continuing responsibility to examine existing and needed programs, courses, services, and facilities for handicapped students. New developments occur continually in education and in communities and any final plan to be set in motion should take those conditions and developments into account. This includes a further assessment of the involvement of parents and community resources. While the workshop sessions are concerned with developing the concept of such involvement, only a few examples are used to illustrate involvement. Now a total and more complete assessment must be initiated.

The remaining responsibilities of the Career Education/Special Needs Committee involve the preparation, implementation, and evaluation of the final career education plan(s). The following section outlines the process and components of preparing the plan(s).

Preparing the Career Education Plan

On the basis of all the data collected prior to, during, and after the workshops, the writing of a career education plan should now be undertaken for each administrative unit or building involved in the inservice program. The entire Career Education/Special Needs Committee may undertake the development of plans for each school participating in the inservice training, or subgroups may be assigned the responsibility of preparing portions of the plan(s). It is important that there be continuity between the plans developed for the junior and senior high schools.

It is suggested that each career education plan include, but not necessarily be limited to, the components presented in Figure 3-1. Each of the components which are covered in various workshop sessions are discussed below. An example of a career education plan is presented in Appendix D.

School District Philosophy

The school's general philosophy of its educational efforts should be a statement about the purpose of the school relative to its relationship to the students and the community as a whole. This is a type of global self analysis.

Name of School _____ City, State ___

A. School District Philosophy
B. Definition or Conceptualization of Career Education for Handicapped Students
C. Career Education Goals/Objectives
   1. Instructional
   2. Community Involvement
   3. Administrative
D. Instructional Goals/Objectives
   1. Strategies/Methods and Responsibilities
   2. Competency Instruction Responsibilities: School Personnel
   3. Course Changes/Additions
   4. Instructional Materials Needed
   5. Assistance Needed from Special Educators
   6. Other
E. Community Involvement Goals/Objectives
   1. Strategies/Methods and Responsibilities
   2. Competency Instruction Responsibilities: Community Personnel
      a. Family
      b. Agencies
      c. Business/Industry
F. Administrative Goals/Objectives
   1. Strategies/Methods and Responsibilities
   2. Staffing Requirements
   3. Facilities/Resources
   4. Staff Development
   5. Student Assessment
   6. Program Evaluation
   7. Budget
   8. Other
G. Implementation

FIGURE 3-1. Suggested Career Education Plan Outline.

Definition or Conceptualization of Career Education

The school district's definition or conceptualization of career education for handicapped students should be determined prior to or shortly after the inservice workshops begin. The life centered career education philosophy, propositions, and definition may be adopted or modified and/or other local, state, or national conceptualizations that are congruent with the school district's policies, procedures, and circumstances may be used. It is important that this statement be determined and stated early so that the proper emphasis and direction can be provided to all involved personnel as the workshops are conducted and the career education plans are formulated.

Career Education Goals/Objectives

The career education goals/objectives for handicapped students should be first identified by the Career Education/Special Needs Committee (and/or the Central Steering Committee if there is one), and be consistent with the district's philosophy and definition or conceptualization of career education (if any). Goals and objectives should be developed in at least three areas: instruction, community involvement, and administration. In Session 15 the goals and objectives identified by the committee will be presented to the workshop participants for their reactions and final selection. Without shared commitment to these goals, no action can be expected to occur. During Session 16 the agreed upon goals and objectives will be presented to the group.

Instructional Goals. Should focus on providing relevant career education instruction to handicapped students. Teaching the 22 life centered competencies to each student is an example of an instructional goal.

Community Involvement Goals. Should reflect how students, parents, community agencies, and business and industry will be involved in the career education plan. Families of handicapped students can assume important responsibilities both within and outside the school setting. Community agencies such as the Division of Vocational Rehabilitation and Job Service, rehabilitation facilities like Goodwill Industries, local associations for retarded citizens, civic organizations, parks and recreation departments, and a host of other resources should be involved in building the career education plan. Businesses and industries in the community must be identified and an effective relationship built so that speakers, field trips, vocational training stations, and employment opportunities can be provided.

Administrative Goals. Should be related to the development and implementation of a comprehensive career education plan for students. Staffing requirements, facilities and resources, inservice training, student assessment, program maintenance, and financial aspects are examples of matters that need to be dealt with by administrators so that effective changes can occur in each school.

Instructional Goals/Objectives

For each of the instructional goals that have been identified and agreed upon, several specific items of importance must be determined. The example of a career education plan in Appendix D illustrates the following items.

Strategies/Methods and Responsibilities. In Session 17 workshop participants respond to how they feel each of the agreed upon instructional goals could be achieved and who should be responsible for the implementation. Some goals are clearly the responsibility of teachers or administrators. It is important to identify, by name, individuals who should take specific action. Who organizes inservice training? When should it be offered? What will be done to encourage participation? This input, recorded on Worksheet 1 for Session 17 and elsewhere, should give the Career Education/Special Needs Committee a place to begin building the career education plan.

Competency Instruction Responsibilities: School Personnel. In Session 17 workshop participants indicate on Worksheet 2 whom they believe is most appropriate in their school to teach the 22 competencies. The 22 competencies are comprehensive and for that reason require the effort of a variety of supporting people and agencies. Identification of individuals best suited to carry out various responsibilities should emerge from interaction of workshop participants. The concept of the program is too broad and impersonal to be internalized by participants, unless adequate attention is given to ways in which outside resources and participants' skills can be interlaced to produce specific accomplishable outcomes. By focusing on the specific competencies as goals, the partnership of everyone involved in the education of our youth is made more realistic.

Community agencies and business and industry leaders are often eager to assist educators but they also need a well defined task and not a vague set of platitudes. Parents tire of being told they are partners with the schools when actions indicate that their side of the equation is relatively insignificant. The competencies can help define a role which can make both educators and parents more comfortable with their responsibilities. The Career Education/Special Needs Committee must analyze this and other input to correctly ascertain the general consensus of opinion.

Course Changes or Additions. In Session 18 workshop participants identify course changes and additions they believe are necessary to teach the 22 competencies and accomplish other instructional goals.

Instructional Materials Needed. This information is also obtained from Session 18. The Life Centered Career Education text should be useful in identifying appropriate materials to help achieve each competency.

Assistance Needed from Special Educators. Regular class teachers and counselors must be encouraged to identify how special education teachers can help them meet their responsibilities. At the same time, special education teachers should identify what roles they can assume in assisting school personnel, parents, and others. Throughout the workshop discussions, the role of all educators, parents, and community personnel resources will be emphasized. The professionally prepared special educator, by virtue of his/her competence, experience, and attitude, has a great deal to share with other educators.

Special educators can advise other teachers on how to deal with specific learning problems, suggest appropriate teaching methods, and identify instructional materials that the regular classroom teacher may not be familiar with. Special education teachers are oriented to "doing what is successful"

with their students. The implication here is that of a new role for special education teachers—serving as a consultant to other teachers who share the responsibility for the education of handicapped students. Traditionally, the special education teacher has provided direct services to students, often in relative isolation. The removal of special education students from that isolation must be accompanied by a new look at the contributions of that special educator.

Other. Any other matters of importance related to developing and implementing the agreed upon instructional goals should be presented here.

Community Involvement Goals/Objectives

For each of the community goals that has been identified and agreed upon, specific strategies and responsibilities and the roles of the family, agencies, and business and industry must be delineated.

Strategies/Methods and Responsibilities. In Session 19 workshop participants identify how they feel each of the community goals can be achieved and who should be responsible. Major strategies identified in the workshop and elsewhere should be reported here, including which school personnel will be responsible for implementation.

Competency Instruction Responsibilities: Community Personnel. In Session 17 community personnel identify the kind of assistance they can provide relative to each competency and how the school can help. This input should then be placed on a master chart. (See career education plan in Appendix D.) School personnel will also provide input on the perceived needs of community personnel.

Other Responsibilities. In Session 19 workshop participants are asked to identify how community groups can assist school personnel in implementing each community goal/objective.

Administrative Goals/Objectives

For each of the administrative goals that has been identified and agreed upon, specific strategies and responsibilities, staffing requirements, facilities/resources, staff development, student assessment, program evaluation, budget, and other administrative details must be specified to assure effective implementation of the career education plan.

Strategies/Methods and Responsibilities. In Session 19 workshop participants will identify strategies for the agreed upon administrative goals and select persons best suited to implement the tasks. Consensus should be secured from the workshop participants regarding the most viable strategies and the most appropriate resource people. The committee should also seek other input before the final strategies and responsibilities are listed.

Staffing Requirements. In Session 19 workshop participants will respond to staffing requirements and other administrative matters that must be dealt with in order to implement each of the career education goals and objectives. New staff, reassignment of staff, use of volunteers, and interdisciplinary actions are important elements for program change.

Facilities/Resources. Decisions need to be made relative to new space, renovation, equipment, furniture, and media which will be needed to implement the career education plan. Each goal/objective and successful teaching strategy for the 22 competencies must be reviewed in relation to these needs.

Staff Development. It must be determined whether participants will need further inservice training and what kind they will require. Inservice training of other school personnel, parents, and community workers must also be planned. This information should be recorded during Session 19 and can be used in writing this part of the career education plan.

Student Assessment. The periodic individual competency assessment and monitoring of each participating student will require the effective coordination of a large number of faculty. Release time, or whatever is needed to effectively conduct these evaluations, must be allocated and responsibilities decided upon.

Program Evaluation. The inservice program and the effects of the career education plan will need constant monitoring and evaluation to determine impact and student growth. The next section discusses this in more detail as does Chapter 4 of the Trainers' Guide. The career education plan should delineate the necessary procedures as much as possible.

Budget. The committee will need to work closely with fiscal officials to prepare a budget that accurately reflects the costs of proposed activities.

Other. Each district will encounter certain other administrative matters unique to their situation. These may be identified prior to, during, or after the workshops. They should be included in the career education plan.

Implementation. This final component of the career education plan should reflect the steps or actions needed to get the career education plan implemented successfully in the school(s). Timelines should be established and responsibilities delineated so that the necessary personnel, facilities, public relations, inservice, cooperative relationships, funds, etc., are realistically secured and projected for the earliest possible beginning date. Implementation may occur in several stages.

AFTER COMPLETION OF THE CAREER EDUCATION PLAN

The Career Education/Special Needs Committee should take the following steps once the career education plan is completed.

1. *Present the Plan to Workshop Participants for Review, Suggestions, and Final Approval.* The continued support of participants is important. Dimensions not previously thought of by the

workshop groups may still be considered. Suggestions related to strategies for the plan's presentation to the school district or community may be highly useful.

2. *Identify Barriers To Be Overcome.* Once the overall plan is mapped out, consideration needs to be given to factors which may inhibit the program's success. One factor involves the initial presentation of the plan to the school district or community. Problems related to program costs, the demands of schedules, and use of facilities must be anticipated. Strategies for overcoming anticipated barriers should be worked out in advance.
3. *Present the Plan to Central Administration for Recommendation to the School Board for Approval.* Even though the school administrators have been kept informed, a go/no go decision must now be rendered. What will this approach do to other curriculum areas? Will student alternatives be reduced or increased? Does this proposal overly disrupt the school's schedule or use of facilities? Can transportation for community experiences be provided? What must be done with the budget, either currently or in future plans? Is this an enduring curriculum direction or just an educational fad? With these questions successfully answered, the administration can seek the supportive action of the school board and progress can now be significant.

IMPLEMENTATION

Once the career education plan has been approved, the following actions will be needed to assure an effective implementation and evaluation process.

1. *Initiate Action on the Preparatory Components of the Plan.* This would include, but not be limited to, the following:
   - Ordering material and equipment.
   - Establishing cooperative relationships with business and industry, community organizations, and agencies.
   - Informing all parents about the final plan and its shared responsibility components.
   - Conducting inservice training for those staff members directly involved with program implementation.
   - Informing the greater community about the program as part of a general public relations effort.
2. *Implement the Program with Students.* Teachers and students working together on career education plans constitute a program implementation. Unless otherwise dictated, most programs would start at the beginning of a school term. Prior to launching the program with students, teachers must have training and a guide for using the competency based curriculum. This latter item *(Life Centered Career Education: A Competency Based Approach)* will be provided at the workshops and will be an important tool for instructional decision making.
3. *Conduct Formative and Summative Evaluations.* The committee should continue to help coordinate all evaluation efforts during the program implementation phase. This includes an assessment of how well the program is being implemented and how much progress is being made by students. (See Chapter 4—Evaluation Procedures.)
4. *Feedback of the Effectiveness of Instructional Efforts.* Evaluation data, collected by the Career Education/Special Needs Committee, should be shared with program participants. This will be specific to the needs of each student, hence, will be conducted with each individual teacher. Summaries of evaluations may reveal that some administrative decision needs to be made in order to continue program progress. Again, the feedback should be specific to the individual's responsibilities.
5. *Structure a System of Continuous Evaluation and Responsive Program Modification.* The Career Education/Special Needs Committee should be formalized as an ongoing curriculum development committee that meets regularly and continues to monitor program efforts, evaluate progress, and initiate necessary modifications. The Career Education Steering Committee may need to be expanded at this time to include teachers who are involved in program implementation. It should be remembered that for a program to remain viable, it must continue to be tested and modified in response to changing conditions.

CONCLUSION

The development and implementation of an effective career education plan which provides a program for students who are handicapped is arduous work. It requires extra time and the combined efforts of a great many school personnel, parents, and community leaders. However, its development and adoption by schools can have an impact on services for all students and bring everyone closer to receiving the kind of education that will more fully insure students' successful career development.

REFERENCES

The Council of Chief State School Officers, Policy Statement, 1978, p. 15.

The National Advisory Council on Vocational Education, *A National Policy on Career Education,* Eighth Report. Washington DC: Department of Health, Education and Welfare, September 1974.

EVALUATION PROCEDURES

Chapter 4

DESCRIPTION OF THE EVALUATION GUIDE FORMAT

The Life Centered Career Education evaluation model was patterned after the formative-summative approach advocated by Scriven (1967). The terms formative and summative evaluation will be defined briefly to add clarity to the evaluation-management model.

Formative (process) evaluation is the process of providing information at intervals in the project progress (baseline and transactions) so that additions, deletions, or modifications can be made to maximize project success.

Summative evaluation refers to the process of providing information concerning project outcomes (program and product) so that decisions can be made regarding the continuation, rejection, or modification of the project.

For purposes of simplicity, the formative (process) component has been delineated into two divisions and refers to the information gathered as baseline data and transactions data. The summative component information is referred to as outcome data.

Local Evaluation Coordinator

Early in the adaptation phase of the inservice training program, decision making personnel should select an individual to assume the role of local evaluation coordinator (LEC). The LEC is responsible for administering, collecting, and compiling data derived from evaluation instruments. This individual may be any competent individual capable of monitoring and coordinating the necessary evaluation activities. This evaluation procedure part has been written to explain the evaluation plan to decision makers and selected LEC's in schools adopting the inservice training program. The specific evaluation instruments are included in the Appendix. The major responsibilities of the LEC include reproducing the instruments, coordinating the evaluation activities, and disseminating the results.

The evaluation procedures section (Figure 4-1) is organized in the following manner: (a) collecting baseline data (needs assessment), (b) evaluating student competency attainment, (c) determining the effects of workshop sessions, (d) determining the effects of functioning educational processes, (e) assessing the outcomes of the program, and (f) analyzing data for interpretation reporting, decision making, and management. The list of evaluation instruments required to monitor this model appears in Figure 4-2 and is categorized as process baseline, process transactions, and outcome appraisal instruments. Table 4-1 provides a master list of all the specific instruments and completion procedure details. The evaluation instruments used for appraising the inservice training program are found in the Appendixes.

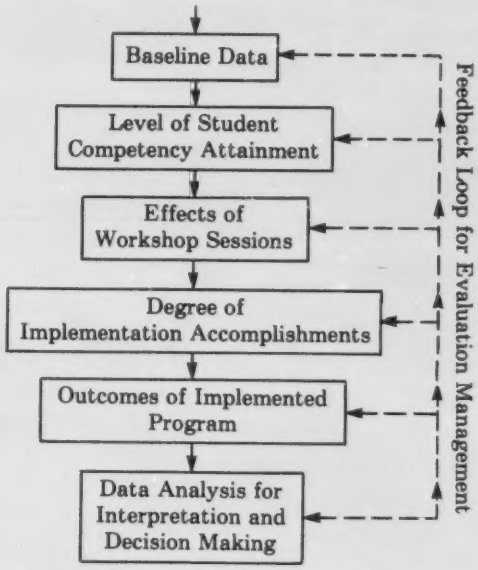
Baseline Data
Level of Student Competency Attainment
Effects of Workshop Sessions
Degree of Implementation Accomplishments
Outcomes of Implemented Program
Data Analysis for Interpretation and Decision Making
Feedback Loop for Evaluation Management

FIGURE 4-1. Evaluation Procedures.

The evaluation instrument completion procedure provides concise directions to intended users.

Table 4-1 describes the five step instrument completion and return process. The format identifies:

- The instrument—the name of the assessment device and its classification as being a baseline, transaction, or outcome evaluation instrument.
- The target population—the persons needed to complete the instruments. These individuals were selected because their reactions will provide valid input regarding the concept(s) or component(s) being examined.
- The completion procedure—the mechanics involved in giving directions, how and where to administer the instrument (i.e., group meeting, individual distributions and collecting, etc.) and general structuring.
- The timeline—the actual time of instrument completion necessary to provide data for process and program decisions.
- The monitoring responsibility—the identified person assuming the role for administering and collecting the instruments. In most instances this person will be the local evaluation coordinator (LEC).

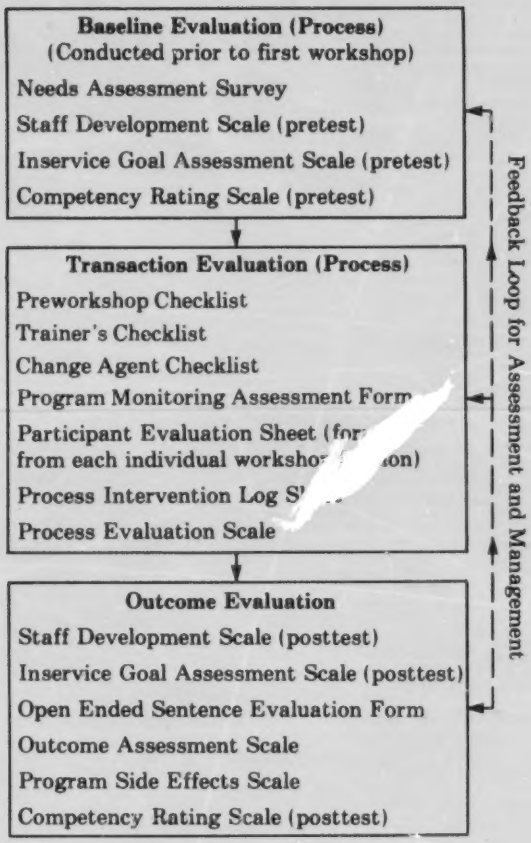

FIGURE 4-2. Evaluation Instruments.

The format in Table 4-1 provides enough direction to clarify the data collection procedure. If additional information is needed, the local evaluation coordinator (LEC) should provide the required assistance. All the assessment devices and completion procedures are described in this part of the manual. The only exception is that the workshop sessions evaluation component is not detailed. The session evaluation procedure has been included in the structure of each session in order that the LEA and cadre of trainers can also handle the session evaluation efficiently.

COLLECTING BASELINE DATA

The first step in the process of implementing the inservice training program is to conduct a local needs assessment. This systematic procedure for gathering baseline data is necessary in order to plan for changes in curriculum and educational support services. A needs assessment will identify the discrepancy between the existing program and the desired program of education for mildly handicapped students.

The needs assessment should focus on skill and program deficiencies of students and their position on a career development continuum. A systematic study must be performed to identify and evaluate needed changes to prepare students more effectively. The results of the needs assessment are essential for the determination of educational priorities. The evaluation procedures will determine the extent of revision needed in future needs assessment studies.

The inservice training program requires a needs assessment to be conducted at the local school level to:

- Identify which key school staff members would be most appropriate to assist in helping students with special needs acquire specific competencies.
- Identify major barriers to successful integration of handicapped students into regular classes and academic areas.
- Identify the major inservice training needs of the school staff so they may become more effective in teaching and counseling handicapped students.
- Identify major types of instructional materials and resources needed by the school staff that would enable them to work more effectively with special students.
- Identify services or types of assistance needed by the school staff to deal effectively with handicapped students,
- Identify various ways regular teachers could best use the expertise of special educators to assist with teaching and counseling students.
- Identify the level of student competency attainment.

Certain baseline data must be collected prior to conducting the inservice training program. The baseline data will determine where the school stands in terms of program development level and deficiency identification. More specifically, baseline data will reflect the educational program and conditions as well as the professional climate existing before the life centered inservice training program is initiated.

Baseline Instruments

The following baseline data collection instruments can be administered to establish a reference point as a basis to observe professional and program growth: (a) Needs Assessment Survey, (b) Competency Rating Scale, (c) Staff Development Scale--Pretest, and (d) Inservice Goal Assessment Scale—Pretest. Each instrument is discussed briefly below:

Needs Assessment Survey. A 28 item instrument is used to determine the career education deficiencies within the school district. It is a two dimensional device assessing the level of need and the degree to which the need has been addressed in the school.

Competency Rating Scale. A monitoring instrument is designed to show student progress in competency attainment. This instrument is detailed in the next evaluation model component.

Staff Development Scale. A Likert type pretest instrument measures school staff knowledge, atti-

tudes, and commitment toward career education for handicapped students.

Inservice Goal Assessment Scale. A 14 item pretest instrument measures the degree of school staff involvement related to career education for handicapped students.

Through the analysis of baseline data, educational deficiencies can be identified systematically and prioritized in terms of importance. A plan can then be developed to meet specific needs and concerns. Many of the expressed needs will be addressed in the workshop sessions. The remaining deficiencies can be included as goals to accomplish in the career education implementation plan.

The baseline data collected from the Competency Rating Scale (CRS) will be recorded on the CRS record forms. The details for analyzing and using these data are explained in the Life Centered Career Education text. The data collected with the Inservice Goal Assessment Scale and the Staff Development Scale pretest instruments will yield a total individual score. These scores can be processed to provide a group mean score. The pretest mean scores can be compared with the posttest mean score to show changes in attitude and increases in

TABLE 4-1. List of Evaluation Instruments and Completion Details.

Instrument	Target Population	Completion Procedure	Timeline	Monitoring Responsibility
Needs Assessment Survey (baseline)	All staff members dealing with students involved in the program.	Group meeting at a central site, for ease of explaining and completing the instrument.	Prior to the first workshop.	LEC Coordinator
Competency Rating Scale (pretest, baseline)	Students involved in the program. after reading the	Individual rating to be performed on each student after reading the *Competency Rating Scale Manual.*	Initial rating to occur early in the fall semester. Rating thereafter is dictated by the late spring semester.	Special Needs Committee or LEC
Staff Development Scale (pretest, baseline)	Workshop participants	Group meeting at a central site, for ease of explaining and completing the instrument.	Prior to the first workshop.	LEC
Inservice Goal Assessment Scale (pretest, baseline)	Workshop participants	Group meeting at a central site, for ease of explaining and completing the instrument.	Prior to first workshop.	LEC
Pre- workshop Checklist (transaction)	LEA	Self appraisal before each workshop to check for necessary organizational readiness.	Complete before each workshop.	LEA
Trainer's Checklist	Trainer	Self appraisal of teaching and management skills.	Review prior to each workshop; complete after each workshop.	Trainer
Change Agent Checklist (transaction)	Significant school change agents	Self appraisal rating instrument of personal strengths/weaknesses and behaviors relative to influencing the change process.	Complete once each school month.	High level administrators advocating life centered practices who have the authority to enforce revisions.
Session Evaluation Form (transaction)	Workshop participants	Completed by workshop participants and given to the LEC.	Completed after each workshop.	LEC

(continued on next page)

TABLE 4-1 *(continued)*

Instrument	Target Population	Completion Procedure	Timeline	Monitoring Responsibility
Open Ended Sentence Form (outcome)	Workshop participants.	Completed in meeting for ease of explanation and collection.	At the conclusion of the final workshop.	LEC
Inservice Goal Assessment Scale (posttest, outcome)	Workshop participants.	Completed in group meeting for ease of explanation and collection.	Complete at the conclusion of final workshop.	LEC
Staff Development Scale (posttest, outcome)	Workshop participants.	Completed in group meeting for ease of explanation and collection.	Complete at conclusion of final workshop.	LEC
LEA Program Monitoring Assessment Form (transaction)	LEA	Complete initial instrument at termination of workshop series and beginning of each semester thereafter.	Complete twice yearly for the life span of the program.	LEC
Process Intervention Log Sheet (transaction)	Workshop participants who currently teach or counsel these students.	Completed at a group meeting of involved staff members at a central meeting site.	Administered bimonthly.	LEC
Process Evaluation Scale (transaction)	Workshop participants who currently teach or counsel these students.	Completed at a group meeting of involved staff members at a central meeting site.	Administer annually in early Spring.	LEC
Outcome Assessment Scale (outcome)	All workshop participants including parents, etc.	Completed at a group meeting of involved staff members at a central meeting site.	Administer annually in late Spring.	LEC
Program Side Effects Assessment Form (outcome)	All workshop participants including parents, etc.	Completed at a group meeting of involved staff members at a central meeting site.	Administer annually in late Spring.	LEC

commitment toward Life Centered Career Education concepts. Simple percentage gain analysis of the Inservice Goal Assessment Scale and the Staff Development Scale data can be calculated as follows:

$$\text{percentage gain} = \frac{\textit{postmean} - \textit{premean}}{\text{Total possible score for scale-premean}} \times 100$$

Note: Total possible score for Staff Development Scale = 318.
Total possible score for Inservice Goal Assessment Scale = 70.

LEVEL OF STUDENT COMPETENCY ATTAINMENT

Although this component is a function of the baseline data collection process, it is emphasized in the evaluation model as an individual component in an effort to stress its importance within the evaluation scheme. The present trend of accountability suggests the desirability of measuring the extent of student learning as a means of justifying the use of public funds. The inservice training program advocates measuring student performance to ascertain the level of competency skill development in the three domains to assess whether or not expenditures of money, time, teacher energies, and curriculum change have been justified. A systematic

approach is needed to determine the degree to which students are acquiring the competencies and subcompetencies of the life centered curriculum.

If educational innovations for students with handicaps are to survive, it is imperative that data be collected which provide evidence that the program does, indeed, make a difference for students. Hence, the need emerges to develop an evaluation system for the ongoing inservice training program. Simply stated, the student competency evaluation component should reveal the level of student competency attained during a definite period of time.

Student Competency Rating Assessment

An evaluation instrument is provided to appraise student acquisition of competence. This device is referred to as a Competency Rating Scale. It is used to judge a student's mastery of the 102 life centered subcompetencies. The scale provides three alternative ratings for student performance on each subcompetency. The ratings are derived from the professional judgment of the raters' personal records or notes regarding student performance, and written or verbal reports from other personnel working with the student. A complete description and rating manual is included in Appendix A of the Life Centered Career Education text.

EFFECTS OF WORKSHOP SESSIONS

Successful workshops don't just happen. Planning and personnel workshops become successful. Workshop preplanning is critical and directly relates to success as does the attitude reflected through the behavior of the cadre of trainers conducting the workshop.

The inservice training program was developed by identifying the knowledges and skills needed to implement a career education program for students with mild retardation. Workshop goals, objectives, learning activities, materials, facilities, and equipment were then considered in planning each workshop experience. A quality cadre of trainers must be provided to conduct the workshop sessions. The trainers should be highly motivated, energetic individuals commanding the respect of the workshop participants. In order to assess the degree of workshop effectiveness, the planning elements, workshop processes, and quality of trainers must be evaluated.

There are several reasons for evaluating workshop effectiveness including:

1. Accountability—justifying the wise use of public funds.
2. Exposure of weaknesses in the design of workshops or components so they can be modified or altered.
3. Determination of participant improvement on acquisition of new skills.
4. Determination of the quality of the cadre of workshop trainers.
5. Assessment of whether the workshop purpose and objectives were successfully achieved.

Evaluation should focus primarily on the stated objectives. The objectives reflect the behaviors which the participants should acquire, while the evaluation elicits feedback concerning the degree or extent to which the objectives were achieved.

Assessment Procedure for Workshop Success

Preworkshop preparation and readiness. Prior to conducting each workshop, several administrative tasks must be dealt with to insure success. These tasks should be performed or delegated to someone by the LEA. The tasks appear as the LEA Preworkshop Checklist (see Appendix B).

Teaching and management skills. In order to make sure sessions are being well managed, trainers are asked to review a checklist prior to each workshop and again following the workshop. The Trainer's Checklist (Appendix B) is a private document that will help trainers monitor their own skills.

Evaluation of individual sessions. The workshop format includes 20 individual sessions. The assessment plan requires the completion of an evaluation form at the conclusion of each session. These forms are included in the participants' materials for each session. The LEC will duplicate the appropriate evaluation forms for each session. These forms will be collected by the LEC. Data analysis will be conducted by the LEC and the findings returned to the participants shortly after the conclusion of each workshop.

The compiling of data from the evaluation forms can range from simple graphs to complex statistical analysis. It is recommended that simple procedures be used that can be easily interpreted by the participants. One way of presenting the data in a simple format is shown in Figure 4-3.

Evaluation of total workshop series impact. This component is designed to elicit information concerning general effectiveness of the 20 workshop sessions. Participants will complete the following instruments at the conclusion of these sessions: (a) Open Ended Sentence Evaluation Form, (b) Inservice Goal Assessment Scale (posttest), and (c) Staff Development Scale (posttest).

The Open Ended Sentence Evaluation Form is a 9 item unfinished sentence approach to elicit participant reactions to the workshop sessions and degree of commitment toward the life centered philosophy. It includes participant purpose, aspiration, interest, and attitude concerning terminal effects of the inservice training program.

The Inservice Goal Assessment Scale (posttest) and the Staff Development Scale (posttest) will be distributed and collected by the LEC. The data will be compared with the pretest results to determine the gains attributed to participating in the workshop sessions. The Inservice Goal Assessment Scale and the Staff Development Scale pretest-posttest data can be analyzed using statistical tests to ascertain the extent to which any observed differ-

Concept	Participant Number	Participant Percent	Graphic Representation (%)
			0 10 20 30 40 50 60 70
Workshop Organization			
excellent	15	50	
good	10	33	
average	5	17	
fair	0	0	
poor	0	0	
Work Quality of LEA/Trainers			
excellent	20	67	
good	10	33	
average	0	0	
fair	0	0	
poor	0	0	

FIGURE 4-3. Sample Evaluation of a Workshop Session.

ences can be attributed to chance or errors of measurement. Findings should be disseminated shortly after the final workshop. Suggested analysis for pretest-posttest comparisons was presented earlier in this section.

DEGREE OF IMPLEMENTATION ACCOMPLISHMENTS

Implementing the Life Centered Career Education plan requires continuous planning by all involved personnel. Changes in teaching styles, roles, responsibilities, and classroom activities produce considerable stress on some educators. Changes in the educational system do not happen without planning. Systematic planning should include a functional evaluation component to determine what progress has been made in implementing the program as well as provide information for making necessary alterations. Planners and implementors need to consider seriously personal roles, implementation strategies, timeframes, and adoption/diffusion factors.

Guidelines for Implementation

Local personnel should review some of the literature dealing with the process of implementing an educational innovation and the role of a change agent. An excellent document to consider is *A Guide to Innovations in Education* by Ronald G. Havelock (1969).

Havelock portrays innovation as a process of six stages and succinctly explains each stage. The various functions of the change agent are also described in detail. The change agent, according to Havelock, must act as a catalyst, a solution giver, and a process helper. These roles are not necessarily mutually exclusive and the change agent can wear the three hats simultaneously. The change agents must prepare to implement a systematic career education program.

The inservice training program requires the involved personnel to rethink their roles and restructure their curricula. The acceptance of a life centered approach to career education is fundamentally dependent on change in people's attitude, commitment, and curriculum development skills. Implementation of this program requires a reordering of goals and objectives, educational roles, parent roles, and community involvement. However, the questions arise, "How much, how fast, and what kinds of implementation and innovative changes can reasonably be expected?" Program implementors should consider the writing of Robert Chin when answering this question. Chin (1961) has analyzed the change process into five distinct levels. Simply stated the levels are:

1. Substitution—an exchange of one curriculum segment for another is the simplest form of change, such as the adoption by a teacher of suggested career information materials.
2. Alteration—a minor change creating visible effects such as the addition of a career resource center to the program.
3. Variations—the individual, piecemeal effects of an innovative educator, such as integration of life centered career concepts into the home economics program at the junior high level.
4. Restructuring—a fundamental change in the structure of the educational system, such as a comprehensive Life Centered Career Education plan for Grades 7 through 12.
5. Value orientations change—the most complex of all because it requires a commitment and change of the local school district educational role and priorities, such as wholeheartedly involving parents, community, and role models to teach a competency based curriculum. Adoption of a competency based curriculum would probably be placed at this level.

Change agents should analyze Chin's five level

change model before answering the question, "How much can be accomplished?"

Levels four and five demand a major restructuring of value changes, curriculum, educational goals, and commitment. Therefore, it is appropriate to amplify the implementation warnings of Keller (1972) when she states, "Such massive change is too much to expect in a school system's first-year efforts to develop a career education program. A more reasonable project for the first year would be to effect changes at Chin's first three levels through an inservice program of preplanning and personal orientation" (p. 29).

It is recommended that implementors adhere to the writings of Keller and Chin by attempting to establish realistic goals. The implementation plan should reflect evidence of short, intermediate, and long range goals which are sequenced logically.

This plan structure will provide the direction so that the implementation effects can move continuously toward total program adoption. Such a sequenced approach can also be readily evaluated to ascertain the degree and stage of mission accomplishment.

Rationale for Evaluating the Implementation Plan

Keller (1972) observes that no curriculum innovation has been more dependent on a long range developmental plan than career education. Therefore, a system must be devised to analyze, monitor, and provide assistance in the decision making process relating to career education inservice training program implementation. Data are needed to determine if the implementation plan is on target and moving toward accomplishing the stated goals. The implementation plan should have built in checkpoints at various time intervals to observe this movement toward complete implementation. A systematic evaluation plan is necessary to monitor this movement and assess whether involved program participants are performing their roles properly.

Implementation Evaluation Instruments

Evaluation instruments are provided to assess the implementation progress and monitor the functioning program. This package will include an LEA Program Monitoring Assessment Form and a Change Agent Checklist. The LEA Program Monitoring Assessment Form is a list of 25 tasks or elements needed to assure success when implementing or monitoring the career education plan. Each item is to be checked to indicate whether it has been attended to by the LEA or other change agents.

The Change Agent Checklist is an 11 item self-explanatory checklist of tasks and behaviors which should be performed or exhibited by program implementors.

EFFECTS OF THE IMPLEMENTED PROGRAM

In an effort to ascertain the extent to which the program is functioning successfully, evaluation judgments must be made concerning program quality. These judgments should result from data collected from several sources within the school district. The basic evaluation design follows the formative-summative model which advocates a systems approach with emphasis on the evaluation-feedback process. The systems approach tends to view evaluation as a central force in monitoring and determining the value of the program as well as in providing feedback for altering the process.

Rationale for a Systems Approach to Evaluation of the Plan

The inservice training program is designed to assist school personnel in their attempts to provide relevant instructional and educational services to students with mild retardation within a career education setting. Life Centered Career Education is very extensive and encompasses a myriad of concepts. Therefore, a systems approach evaluation model is necessary to assess the degree to which the plan is achieving the stated goals.

Application of the evaluation model provides continuous process and outcome data to assist decision makers as they move through the program. The final recipients of a well managed program are students receiving appropriate educational services. Evaluation should answer the question, "What progress is Life Centered Career Education making in our school?"

The evaluation scheme. To summarize, the inservice training program formative-summative model has three components:

- Baseline (formative, process)—all conditions existing prior to the program. These may be related to outcomes.
- Transactions (formative, process)—the succession of activities which comprise the instructional program.
- Outcomes (summative)—the actual results, effects, and side effects of the project. This includes student performance, school staff improvement, etc.

Baseline assessment procedure. The baseline data collection instruments have been listed and described in Table 4-1. In reality, needs assessment devices are baseline instruments because factors evaluated may not exist prior to the program intervention. The baseline data should be recycled into the management system to provide information for changing program goals or priority levels.

Transactions assessment procedure. A continuous appraisal scheme of educational processes is an integral component of any innovative educational program. Life Centered Career Education advocates a systematic process for providing data during the school year so that various elements in the instructional process can be tracked. Transactions evaluation provides the rationale for additions, deletions, or modifications to be made in the instructional delivery system. An appraisal of

transactions will reveal the extent to which instructional procedures, activities, and techniques are successfully carried out in assisting the students to acquire the designated competencies.

Transaction data include any observation made of the sequence or a succession of activities comprising the instructional process and educational services offered to these students. The instructional process should include techniques which enable students to perform in a manner most closely resembling the behavior called for in the identified competency. This information can be gathered by having the school staff evaluate the educational processes established to assist students in acquiring the life centered competencies. The educational process will include delivery strategies such as classroom management, use of school and community resources, infusion techniques, time, and financial assistance.

Two process instruments are used to appraise the effectiveness of the instructional processes: the Process Evaluation Scale and the Process Intervention Log Sheet. The Process Evaluation Scale is a 15 item instrument structured to elicit information about how well the concepts and strategies put forth in the inservice training program are being implemented.

The Process Intervention Log Sheet is an instrument used to assess the degree of progress being made in teaching the selected life centered competencies to participating students. It checks such elements as teaching constraints, activities used, intervention strategies, and overall instructional approach.

Transaction data can be gathered to analyze the various components of the instructional processes delivery system. Improved instructional procedures should evolve as a result of a continuous process evaluation scheme.

Outcome assessment procedure. Innovative educational programs must have a stated purpose for existence or a stated mission to accomplish. Therefore an appraisal process is needed to provide information concerning the terminal worth of the innovation. This information will allow decisions to be made regarding the continuation, rejection, or modification of an inservice training program.

Outcome data will include any information which is concerned with the results of the program. Data gathered in this category should include such things as immediate and long range effects, curriculum outcomes, student competency attainment, and cost effectiveness. These data are usually gathered by using appraisal instruments, direct observation, and personal interviews. The outcome data used to determine the effectiveness of the program are gathered from the Outcome Assessment Scale and the Program Side Effects Assessment Form. The Outcome Assessment Scale is structured to elicit information concerning terminal effects in the school district. This includes assessing the goals or expected outcomes as a result of being associated with the inservice training program.

The Program Side Effects Assessment Form is designed to assess certain side effects which may have occurred during the life span of the program which may go unnoticed but are very important spinoffs. Side effects evaluation can produce such outcomes as: (a) unexpected reactions of the non-educators participating in the program, (b) participant reactions toward experiences they have had during the program, and (c) the spinoffs which were not anticipated by the program designers. To give an example, as a result of the inservice training, a school will implement a cooperative work program for handicapped students.

It can be observed that outcome data should be derived to analyze the terminal worth of the inservice training program. Side effects are a natural phenomenon and can be counted as added unanticipated benefits attributable to the program. This evaluation component will provide decision makers with valuable data concerning program success. These judgments will provide the rationale for validation and further acceptance of the inservice training program as a staff development model in school districts throughout the nation. A systems approach to evaluation provides the necessary data to make needed program changes.

DATA ANALYSIS FOR INTERPRETATION AND DECISION MAKING FOR PROGRAM MANAGEMENT

After the management evaluation has been conducted, the data must be analyzed, synthesized, and presented clearly. The LEC must assume this responsibility. Simple techniques such as percentage tabulations and bar graphs may be used or more complex computer analysis may be undertaken. The results of the data analysis should be organized in a meaningful way for ease of interpretation by inservice participants.

Failure to meet an established time schedule with data reports is a common problem. The information needed from this component is always needed immediately to corroborate suggested changes in program format; therefore, strict adherence to timelines must be followed.

Data analysis includes reviewing such elements as program objectives, trainer effectiveness, participant commitment, implementation plans, goals-activities, and acquired participant competence. Continuous review of these elements will provide data to assist in determining whether the inservice training program is operating on target with stated goals and objectives. An evaluation report of the results should be prepared and returned to participants immediately after the data are processed. Data gathered for this component will provide the necessary information for deciding if the workshops and/or implementation plan were successful or whether recycling of certain processes should occur.

An analysis of all process and outcome data will allow school change agents to make better decisions about the total program. Questions of concern to change agents may include:

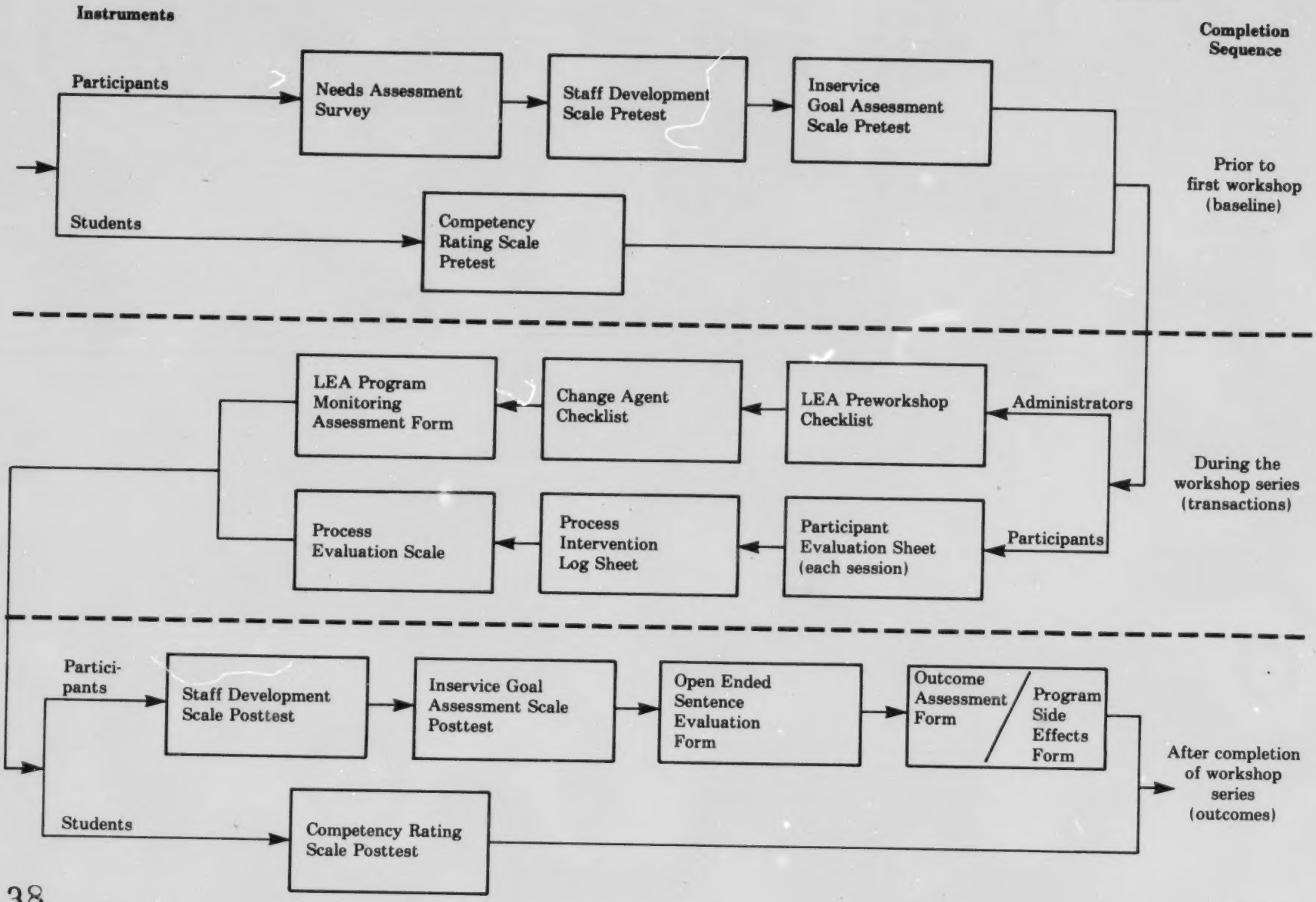

FIGURE 4-4. Flow Chart Showing Sequence for Completion of Evaluation Instruments.

1. Should there be any revisions in objectives, evaluation instruments, program, or evaluation designs?
2. How might the process strategies be modified?
3. Should the calendar of events be revised?
4. Should new strategies or processes be tried out immediately?
5. Are the participants attaining the stated objectives?
6. How may the data results be used more effectively?
7. Should the implementation plan be revised?

The decisions made concerning the course of direction for the program should be based on objective data collection. Objective data derived from a systematic evaluation procedure provide the required validity to surpass the educated guess approach in decision making and recycling procedures. The decision to recycle, revise, or proceed is not based completely on evaluation results. Factors such as trainer abilities, time restraints, available funds, and changes in educational philosophy can influence the decision to recycle or proceed with the program.

A feedback loop is provided for ease of recycling back to any previous evaluation component in the evaluation model. This eliminates the need to completely recycle through the total model in the event changes in the inservice training program are required. Time losses are avoided and immediate decision making becomes possible. The underlying emphasis in this model is on speed to process, analyze, and recycle whenever this feature is needed.

This section has presented a scheme to be used in evaluating and managing the assessment procedures related to the Life Centered Career Education Inservice Training Program. The assessment model consists of six basic components. Adherence to the scope and sequence of this assessment guide will result in a natural flow to the next logical step in a comprehensive evaluation process. The total evaluation process can be sequenced in a logical order as depicted in Figure 4-4. The sequence shown in this figure depicts the longitudinal flow as well as target populations completing the instruments. The model provides the necessary structure to perform systematic evaluation interventions, yet provides enough flexibility to allow for changes if program goals and objectives are not met.

REFERENCES

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TRAINING MATERIALS

WORKSHOP GUIDELINES

This section of the Trainer's Guide contains an outline and step by step procedures for 20 sessions that comprise the Life Centered Career Education Inservice Training Program. These sessions should be read thoroughly, keeping in mind that the trainer most familiar with the topic of the session should be responsible for conducting the large group presentations. Each session is outlined in the following manner:

OVERVIEW

The overview includes the goals for each session, objectives, topic of the session, activities for the session, time allotted for the activities, the person responsible for conducting the activities, a list of materials and resources needed, preplanning activities for the session, special considerations that provide additional information for conducting the session, and a list of roles the trainers will play in conducting the session.

DIRECTIONS

This section contains information on how to conduct each activity, how to prepare and distribute participant materials, and scripts or outlines for the presentations. Information that is to be read to the participants is set off in boxes. These scripts may be paraphrased but care should be taken to include all of the points covered.

TRANSPARENCIES

This section contains the masters for preparing overhead transparencies. The charts and illustrations can be made more attractive and interesting by coloring them in with markers.

RESOURCE MATERIALS

This section contains masters for participant handouts.

WORKSHEETS AND CASE STUDIES

These sections contain masters for participant materials.

EVALUATION FORMS

This section contains the master for the session evaluation form. If you present several sessions together, it is desirable to have the participants fill out the evaluation forms at the end of the workshop rather than after each session. Please note that the first four questions are the same for each session and participants should be instructed to complete these four items only once per workshop.

INSERVICE SESSIONS

Session	Topic	Hours	Module
1	Orientation	1½	1
2	Group Process Techniques	1	1
3	Handicapping Conditions	1½	2
4	Appropriate Educational Programing	1½	2
5	Career Education	1½	3
6	Instructional Strategies	1¾	3
7	Competency Units	1½	4
8	Resources and Materials	¾	4
9	Personal-Social Skills	1½	5
10	Daily Living Skills, Occupational Guidance and Preparation	1½	5
11	Community Resources	1¼	6
12	Family Assistance	1¼	6
13	Individualized Education Program	1½	7
14	Student Assessment	¾	7
15	Career Education Programing	1½	7
16	Review of Data	1¼	8
17	Instructional Goals: Responsibilities	1½	8
18	Instructional Goals: Resources	1	9
19	Community Assistance and Administrative Goals	1½	9
20	Future Actions and Workshop Evaluation	1	9

OVERVIEW

Session 1: Orientation

Goal: Familiarize the participants with each other, the purposes of the workshops, the workshop structure, and the inservice training program.

Objectives: The participants should be able to:

1. Comprehend the general structural format and details of the workshops.
2. Become acquainted and involved and begin building a positive attitude about workshop participation.
3. Recognize the purposes and functional aspects of the inservice training program evaluation procedure.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Orientation	Large Group Presentation	15 minutes	Local educational advisor
Getting Acquainted	Small Group Activity	25 minutes	Local educational advisor
Program Overview and Evaluation Procedures	Large Group Presentation	40 minutes	Local educational advisor
Questions and Answers	Large Group Discussion	10 minutes	Local educational advisor
		1½ hours	

MATERIALS/RESOURCES NEEDED

1. Overhead projector and screen.
2. Transparencies for Session 1.
3. Resource Materials for Session 1 and either a loose leaf binder or some other type of folder for each person to keep materials together.
4. Session 1 evaluation form.

PREPLANNING ACTIVITIES

1. Type and have printed an agenda of the workshop for each participant.
2. Review Preparation for Workshop in Chapter 2 to see that all preworkshop arrangements have been made.
3. See that name tags have been prepared for all trainers and participants. Be ready to hand out name tags at Session 1.
4. Be sure the room is set up for small group work (i.e., six tables, each with six chairs).
5. Prepare transparencies for Session 1.
6. Duplicate appropriate material and evaluation forms for all workshop participants.
7. Assign participants to small groups of five or six members. In addition to a trainer, each small group should consist of an administrator, a counselor, a special education teacher, a regular classroom teacher, a parent, and a community representative.

CONSIDERATIONS

1. Be very well organized! Emphasize the importance of inservice education.
2. It is wise to have backup equipment ready in case anything goes wrong.
3. If at all possible, it is strongly suggested that the district superintendent welcome participants and open the first session.
4. Be sure to start on time so that the overview gets an adequate amount of attention.

ROLE OF TRAINER

1. Extend yourself to all participants. Trainers are the leaders, therefore, it is important to do all you can to make them glad they came.
2. See to all the details listed in the preplanning activities.
3. Participate fully with the small group to which you have been assigned.

DIRECTIONS

Session 1

ORIENTATION: LARGE GROUP PARTICIPATION (15 minutes)

1. Welcome participants.
2. Make introductions (trainers, community representatives, parents, etc., who are appropriate to recognize at this time). When trainers are introduced, they should be identified by school and position held.
3. Explain and emphasize to all participants the overall purpose of the workshops.

> The major purpose of these workshops will be to assist you in becoming more knowledgeable about students with handicaps and the means by which a competency based career education program for these individuals can be developed and provided. The focus will be on the ways in which family and community resources can help integrate these students into the least restrictive program alternative. Strategies for acquiring and assessing the necessary competencies for community living and working will be presented.

4. Discuss the results of the needs assessment study in the district. Prepare overhead transparencies summarizing the results of the needs assessment.
5. Explain the three objectives of Session 1.
6. Explain the workshop structure. Several sessions on important topics employ large group presentations and discussions, small group activities and discussions, media presentations, handouts, and the book, *Life Centered Career Education: A Competency Based Approach.* Also at this time, stress the importance of adhering to the suggested timelines.
7. Discuss coffee and lunch breaks and other details.
8. Discuss workshop credit (if any), e.g., professional growth credits, college credits, etc., for participating in workshops.
9. Ask if there are any questions.
10. Review responsibilities of LEA, trainers, and participants (use Transparency 1).
11. Explain why the participants were chosen for the workshops.
12. Assign groups of five or six members and start the get acquainted activity. Divide participants into equal size groups with a mix of parents, teachers, counselors, administrators, and community representatives.
13. LEA should explain or demonstrate the activity to the entire group.

GETTING ACQUAINTED: SMALL GROUP ACTIVITY (25 minutes)

1. Group members should be seated around a small table or close circle. Remove extra chairs.
2. All trainers should participate and begin the small group activity.
3. Trainer should ask each group member to speak positively about him/herself, uninterrupted for three minutes to the small group members. The trainer in each group should start the activity by talking about him/herself.
4. After each group member has spoken, the group members should all provide one minute of feedback to each participant about their perception of the positive personal traits of the individual.
5. An alternate getting acquainted activity may be used at the discretion of the LEA and trainers.

OVERVIEW AND EVALUATION PROCEDURES: LARGE GROUP PRESENTATION (40 minutes)

1. Hand out participant materials.
   - Agenda.
   - List of workshop objectives (resource materials).
2. Review workshop objectives (use Transparency 2). You may wish to relate objectives to the overall agenda and list of topics. Make sure you are thoroughly familiar with the content of each session so you can answer questions accurately and with confidence.
3. Ask if there are any questions.
   Coffee break suggested here.
4. Review the need for a comprehensive systematic evaluation plan.
   - To make judgments about upgrading the program.
   - To assess student progress.
   - To determine whether or not the inservice training program is having an effect on participants.
5. Review flow chart of evaluation processes and briefly describe each instrument (use Transparency 3). Review Chapter 4 of the Trainers' Guide, Evaluation Procedures, for this part of your presentation.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (10 minutes)

1. Ask if there are any questions or comments about the overview and the evaluation model.
2. Clarify any misconceptions.
3. Complete Session 1 evaluation forms, if appropriate.

RESPONSIBILITIES OF LEA, TRAINERS, AND PARTICIPANTS

The Local Educational Advisor (LEA)

- **Is the core of the cadre of trainers.**
- **Is the general coordinator of the workshops.**
- **Is the administrator of details and materials.**

The Trainers

- **Facilitate small group activities.**
- **Conduct appropriate sessions.**
- **Report to the large group regarding their small group discussions.**

The Community Agency and Public School Participants

- **Listen/respond/participate in activities.**
- **Develop a team relationship.**
- **Share ideas.**

The Student Leaders

- **Listen/respond/participate in activities.**
- **Share ideas, provide acceptance for peers.**
- **Communicate with handicapped students.**

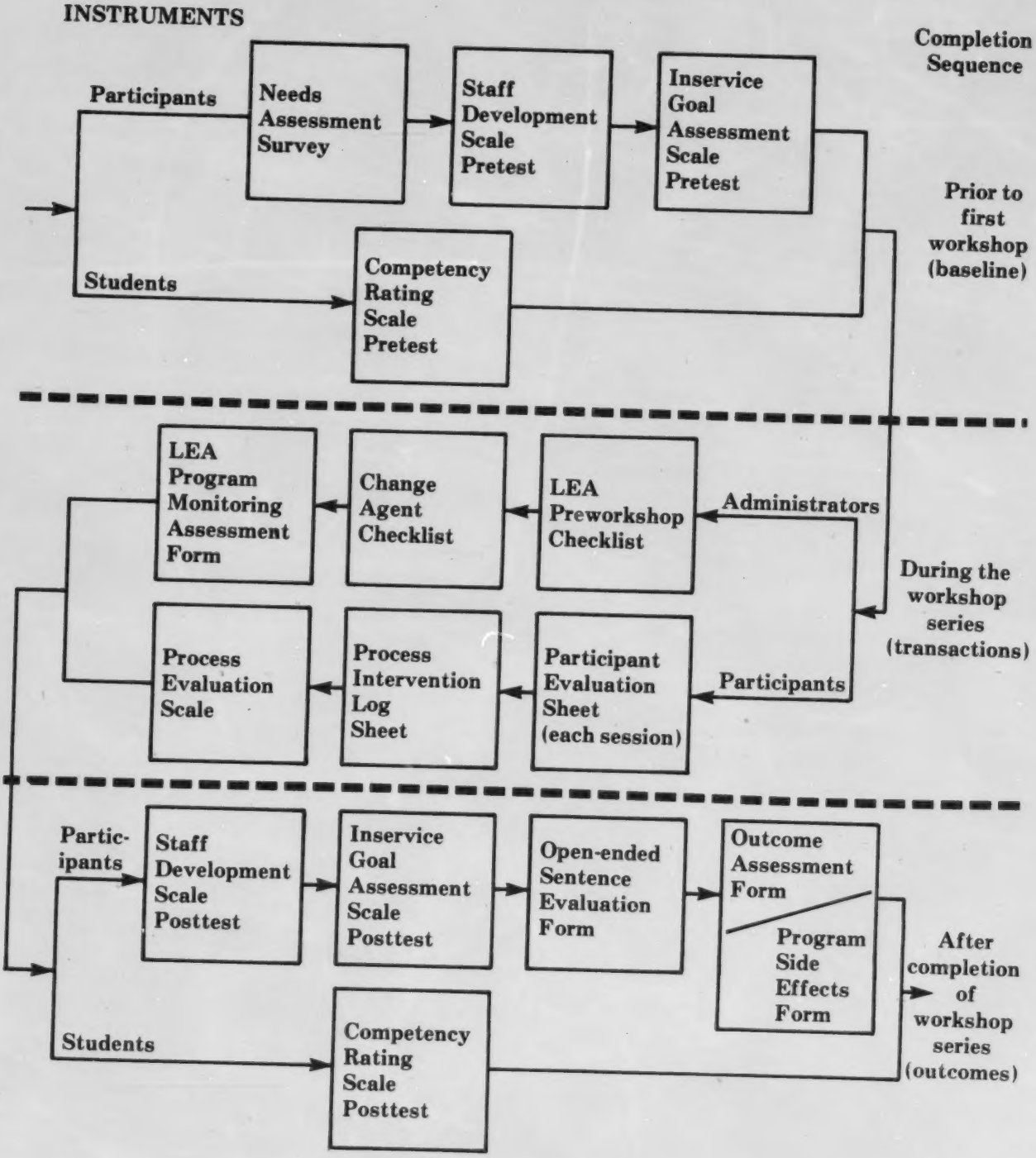
TRANSPARENCY 2

Session 1

INSERVICE SESSIONS

Session	Topic	Hours	Module
1	Orientation	1½	1
2	Group Process Techniques	1	1
3	Handicapping Conditions	1½	2
4	Appropriate Educational Programing	1½	2
5	Career Education	1½	3
6	Instructional Strategies	1¾	3
7	Competency Units	1½	4
8	Resources and Materials	¾	4
9	Personal-Social Skills	1½	5
10	Daily Living Skills, Occupational Guidance and Preparation	1½	5
11	Community Resources	1¼	6
12	Family Assistance	1¼	6
13	Individualized Education Program	1½	7
14	Student Assessment	¾	7
15	Career Education Programing	1½	7
16	Review of Data	1¼	8
17	Instructional Goals: Responsibilities	1½	8
18	Instructional Goals: Resources	1	9
19	Community Assistance and Administrative Goals	1½	9
20	Future Actions and Workshop Evaluation	1	9

FLOW CHART SHOWING SEQUENCE FOR COMPLETION OF EVALUATION INSTRUMENTS



RESOURCE MATERIALS

Session 1

WORKSHOP OBJECTIVES

The major outcome resulting from the inservice training program is the implementation of a career education plan for the school district and/or various schools participating in the inservice workshops. In order for this to occur, the following objectives have been designated as the focus of the workshop sessions for various types of school personnel, parents, and community representatives:

- To assist participants in developing positive attitudes about students who are considered mildly handicapped.
- To provide methods for learning group process techniques.
- To provide information regarding the nature of various handicapping conditions, so that acceptance and education of such students can be fulfilled.
- To provide information on the nature of career education and its application to students with limited learning ability.
- To identify the major career education competencies that students need in order to function successfully in society.
- To identify the major career education curriculum modifications needed for students with limited ability.
- To identify appropriate educational approaches and classroom management techniques for enhancing learning and acceptance within regular classes/programs.
- To design a model of an individualized education program for each student.
- To comprehend the relationship and impact which Public Law 94-142 has for career education inservice programs.
- To identify the major problems of handicapped individuals in educational and social settings.
- To instruct participants in the use of the Life Centered Career Education instructional units for teaching career education competencies.
- To identify major sources of instructional materials and media for the career development of students with learning problems.
- To identify methods by which students can develop necessary Daily Living Skills, Personal-Social Skills, and Occupational Skills.
- To identify community resources appropriate for the career development of students with handicaps.
- To identify ways in which parents can be most appropriately involved in the career development of students with handicaps.
- To familiarize participants with student assessment procedures and the means by which a student's competency level can be correctly evaluated.
- To identify personnel most appropriate and willing to instruct handicapped students within school and community settings.
- To instruct participants in the techniques which are used to evaluate the effectiveness of a career education program.
- To identify and establish specific roles and responsibilities for the school staff which are most appropriate to facilitate the career development of handicapped students.
- To promote improved articulation and understanding among regular and special educators so they will work more closely in coordinating the education program for handicapped students.
- To instruct and assist participants in the development of a comprehensive career education plan that can be implemented and evaluated within a school unit.

EVALUATION FORM

Session 1

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. **The organization of Session 1 was: ____excellent, ____good, ____average, ____fair, ____poor.**
2. **The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.**
3. **The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.**
4. **Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.**

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the first session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Comprehending the general format, mechanics, and details of the workshop series.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Becoming acquainted and involved with other participants.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Having a positive attitude toward participating in the training program.	____much ____some ____little	____much ____some ____little	____much ____some ____little
8. Identifying the purposes, procedures, and expected outcomes resulting from workshop participants.	____much ____some ____little	____much ____some ____little	____much ____some ____little
9. Comprehending the purposes for evaluating the inservice training program components.	____much ____some ____little	____much ____some ____little	____much ____some ____little
10. Recognizing the functional aspects of the evaluation procedure.	____much ____some ____little	____much ____some ____little	____much ____some ____little

(continued on reverse side)

School _____

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc.

OVERVIEW

Session 2: Group Process Techniques

Goal: Familiarize the participants with the inservice group process techniques.

Objectives: The participants should be able to:

1. Demonstrate effective participation in small group processes.
2. Interact successfully with a small group in building a teamwork relationship involving problem solving techniques.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Group Dynamics and Brainstorming	Large Group Presentation	15 minutes	Local educational advisor/ trainer
Brainstorming	Small Group Activity	5 minutes	Trainer
Consensus Forming	Large Group Presentation	5 minutes	Local educational advisor/ trainer
Consensus Forming	Small Group Activity	10 minutes	Trainer
Brainstorming/Consensus Forming	Small Group Reports	15 minutes	Recorder
Questions and Answers	Large Group Discussion	10 minutes	Trainer
		1 hour	

MATERIALS/RESOURCES NEEDED

1. Overhead projector and screen.
2. Transparencies for Session 2.
3. Resource Materials for Session 2.
4. Worksheet: Brainstorming and Consensus Forming.
5. Session 2 evaluation form.

PREPLANNING ACTIVITIES

1. Review section in Chapter 2 of the Trainers' Guide on Group Process Skills.
2. Assign participants to small groups of five or six members. Each group should include one trainer, regular educators and special educators from junior and senior high schools, as well as one or more community representatives.
3. Color code name tags for each group (i.e., six blue tags, six red tags). This will identify the small groups for the day's sessions.

CONSIDERATIONS

1. This session is meant to be light hearted practice at brainstorming. It is intended to be nonthreatening and humorous. Trainers can insure that this activity is relaxed by putting participants at ease and enjoying the activity themselves.
2. This is a very important session because the brainstorming and consensus forming process is used throughout the training sessions. Participants must learn how to use this technique. Emphasize the ground rules and importance of freewheeling tactics in generating ideas.

ROLE OF TRAINERS

1. Facilitate the small group activities.
2. Conduct the presentation on group process techniques.

DIRECTIONS

Session 2

GROUP DYNAMICS AND BRAINSTORMING: LARGE GROUP PRESENTATION (15 minutes)

1. Explain the goal and objectives of this session.
2. Review the characteristics of a good group, behaviors that hinder group processes, and positive roles group members can assume. Use Transparencies 1, 2 and 3.

   Discuss the responsibility of each participant to contribute to group work in a constructive manner.

   Review the types of behavior that hinder good group work.

   Discuss the positive roles a participant may play in a group. Note that not all roles will be assumed at all times, but it will be necessary for someone to assume specific roles when needed.
3. Explain the technique of brainstorming.

> I would like to describe an activity we will be using throughout the workshops—brainstorming. Brainstorming is a group procedure using a positive, constructive approach to problem solving. Brainstorming is perhaps the most important single skill in the entire repertory of personal growth activities. The conscientious use of brainstorming and adherence to its rules produce a versatile, creative, mind expanding way of thinking. The ground rules for this procedure are as follows:

Use Transparencies 4 through 9 for brainstorming ground rules and emphasize each point as it is viewed.

- No criticism is allowed for any idea (Trans. 5).
- Freewheeling, wild ideas are fine (Trans. 6).
- Quantity is important—the more ideas the better (Trans. 7).
- Combinations and improvements of ideas are sought (Trans. 8).
- Remember, it is essential that all negative comments are withheld.
- Process, rather than product, should be emphasized.

4. Ask if there are any questions or comments.
5. Request each group to select someone as a recorder so all ideas can be written down. Each group will have several minutes to brainstorm all the possible solutions to a problem or topic. The recorder in each group will be asked to read aloud some of the ideas identified by the group. Hand out worksheet on Brainstorming and Consensus Forming.
6. Explain that this brainstorming is a practice activity to demonstrate the procedure only. It is intentionally light and humorous to get the participants involved. Present the situation.

> A rich uncle just passed away and you have just inherited one million ping pong balls. He didn't want to hand you a great deal of money—he wanted you to have to earn it. You decide not to market the product beyond the limits of your fair city. Thus, to get rid of all these ping pong balls and make a profit, you must uncover numerous ways these balls can be used. Think of as many uses of these ping pong balls as possible in five minutes.

7. Ask the participants to begin their small group activity. Groups will have the same participants as during the get acquainted activities.
8. The trainer in each group actively facilitates and participates in the activity.

BRAINSTORMING EXERCISE: SMALL GROUP ACTIVITY (5 minutes)

1. Trainer should refer participants in the group to the Resource Material on brainstorming.
2. Ask if the group understands the activity.
3. Do the brainstorming exercise in five minutes.
4. Recorder lists on the trainer's worksheet or on a blank transparency all ideas generated by the group.
5. LEA should call time and go to Large Group Presentation on consensus forming.

CONSENSUS FORMING: LARGE GROUP PRESENTATION (5 minutes)

1. Explain the second part of the problem-solving approach, consensus forming (Trans. 9).

> Brainstorming is a part of consensus forming in that as many ideas, appropriate or not, are generated and no value judgments are made. It is the most productive and least threatening first step a group takes. Brainstorming precedes consensus forming.

2. Use Transparencies 9 through 13 for the presentation on consensus forming and emphasize each point as it is viewed.

- In consensus forming, each brainstorming idea is considered. Those that are clearly unworkable are discarded by the group (Trans. 10). The remaining ideas are considered and arguments, pro and con, are given Trans. 11).
- Group members may suggest modifications of an idea that will satisfy those who did not approve of the idea in its original form (Trans. 12).
- Arrive at a consensus on the best solution(s) to the problem (Trans. 13).

3. Explain that the groups will be asked to report their consensus in the form of "we believe" statements which reflect the general direction of attitudes of the group members.
4. Ask if there are any questions or comments.
5. Ask the participants to begin their small group activity using this process to agree on two of the best ways to market their ping pong balls.

CONSENSUS FORMING EXERCISE: SMALL GROUP ACTIVITY (10 minutes)

1. Refer participants to the resource material on consensus forming and back to the worksheet on brainstorming and consensus forming.
2. Ask if the group understands the activity.
3. Have the participants arrive at a consensus in 10 minutes regarding the two or three most appropriate ways to market their ping pong balls.
4. Trainers *must* act as facilitators during this activity.
5. LEA should call time and ask for group reports on consensus.

BRAINSTORMING AND CONSENSUS FORMING: SMALL GROUP REPORTS (15 minutes)

1. Ask the group reporter to stand and identify the different uses and total number of ideas generated by the group.
2. Ask each group to indicate its consensus of the two most appropriate uses.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (10 minutes)

1. React to and clarify any problems groups are having in conducting brainstorming or consensus forming activities.
2. Point out the following:

While consensus forming is an important tool and will be used throughout the workshop sessions, it is not appropriate in all situations. For example:

- The individual teacher makes unilateral decisions in his/her own domain.
- Individual members of a teaching team may make decisions that affect their own area of expertise without feeling that they must consult the other team members in every single case.
- The principal has a specific domain and in certain cases must say "the buck stops here." S/he must make the decision and bear the responsibility for doing so.

3. Ask for any further questions/concerns.
4. Complete session evaluation form if appropriate.

TRANSPARENCY 1

Session 2

A GOOD GROUP

- Has a sense of purpose, a common goal.
- Establishes a feeling of belonging for everyone.
- Fosters mutual dependence and respect for different ideas.
- Provides an atmosphere of participation.
- Provides a forum where issues can be examined and effective decision making can be maintained.
- Attends to the individual needs of its members.
- Uses the abilities of all group members.
- Is able to select goals and measure progress.
- Has structure.
- Shares leadership.
- Seeks information from each member and outside sources, but "sticks" together.
- Contributes ideas and works on tasks.
- Evaluates procedures, projects, goals, and expectations of the individual members and of the group itself.
- Maintains open communication.

NEGATIVE ROLES

- **Agressor—attacks the group or the stature of its problems.**
- **Hostile Know-It-All—struggles for status, boasts, blames others.**
- **Dominator—asserts authority or superiority, manipulates the group through flattery, overly dogmatic.**
- **Blocker—resistant, stubborn, negative, uncooperative, rejecting.**
- **Deserter—withdraws from ideas and/or from the group, is aloof, doodles, whispers to others, wanders from subject to subject, and talks about irrelevant ideas.**
- **Recognition Seeker—attempts to get attention by boasting, "I am the greatest."**
- **Fun Expert—not involved, distracts others, "smutty" humor, horseplay.**
- **Self Confessor—uses group for an audience for expressions of personal and emotional feelings, "I have this sore back," etc.**
- **Help Seeker—seeks sympathy, has whims, is insecure, is confused, and wants help.**

TRANSPARENCY 3

Session 2

POSITIVE ROLES

- **Initiator—gets things going, proposes tasks or goals, suggests procedures for solving problems.**
- **Information seeker—seeks data, wants all information out on the table for group consideration in making the best possible decisions.**
- **Clarifier—wants all information understood by all group members, clears up confusion, requests definitions of vague terms, asks for examples.**
- **Tension-Reliever—behaves in such a way as to relieve uncomfortable situations through a change of pace or alternative proposal.**
- **Summarizer—reviews issues or progress, points out areas of agreement and disagreement.**
- **Evaluator—keeps the group posted on how well they are attaining their group goal, monitors the processes being used by the group, and suggests weaknesses and alternatives.**

BRAIN
STORMING

TRANSPARENCY 5

Session 2

No Criticism

59

Free Wheeling

Quantity

IDEA
IDEA
IDEA

Combinations or Improvements

TRANSPARENCY 9

Session 2

Discard Unworkable Ideas
IDEA
IDEA
IDEA
IDEA
IDEA
IDEA

TRANSPARENCY 11

Session 2

69

Modifications

TRANSPARENCY 12
Session 2

TRANSPARENCY 13

Session 2

72

RESOURCE MATERIALS

Session 2

BRAINSTORMING

What Is Its Purpose?

- To generate a large volume of ideas to solve a problem.
- To produce a versatile, creative, mind expanding way of thinking.
- To turn problem solving away from a competitive, one-upping atmosphere toward a truly competitive venture where the main adversary is the problem to be solved rather than others in the group.

What Are the Rules?

- *All ideas are accepted* for what they are, i.e., all ideas are welcomed and respected (no negative evaluation can be expressed).
- *Work for quantity,* i.e., the longer the list, the more likely it is to contain a number of really useful ideas (everyone should contribute without the jeopardy of failure).
- *Expand on each other's ideas,* i.e., help each other by elaborating another person's ideas to reflect your appreciation and acceptance of the contribution.
- *Encourage zany, far-out ideas,* i.e., many far-out ideas have a useful kernel which may not be evident until later when it triggers another idea in someone else's mind.
- *Record each idea,* i.e., reinforce the acceptance of each idea and allow for a mechanism where no idea needs to be evaluated on the spot for its usefulness.
- *Set a time limit,* i.e., take away the pressure for perfection and the tension of determining when they have worked long enough to satisfy the requirements of the task.

What Is the Process?

- Appoint a recorder.
- Select the problem.
- Review the rules before each brainstorming session.
- Set a time limit and begin brainstorming ideas adhering to the other rules mentioned previously.
- Cross-fertilize by having the recorder for each group read their list to the other groups.

CONSENSUS FORMING

What Is Its Purpose?

- To review each of the ideas identified in the brainstorming session.
- To give arguments pro and con for each idea.
- To select two or three best solutions that are most workable under the circumstances.

What Are the Rules?

- Keep the goal *consensus* clearly in mind as the problem is tackled.
- Listen actively and concentrate on what each group member is saying, not on what you're going to say next.
- Do not interrupt whoever is speaking.
- No one should dominate the discussion; let everyone speak.
- Use group members' names as often as possible for a feeling of recognition and belonging.
- Encourage recognition of feelings.

What Is the Process?

- Consider all ideas one by one and discard those that are clearly unworkable.
- Allow for arguments pro and con for the remaining ideas.
- Allow for modifications of ideas to satisfy all members.
- Agree on the two or three best (most workable, under the circumstances) solutions.

Raulston, J., & Messner, P. *We believe activities from the we agree workshop format.* Dayton OH: Institute for Development of Educational Activities, affiliate of Charles F. Kettering Foundation, 1975.

WORKSHEET

Session 2

BRAINSTORMING AND CONSENSUS FORMING

Topic: Uses of ping pong balls

Brainstorming Ideas:

Group Consensus:

EVALUATION FORM

Session 2

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 2 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the second session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Participating effectively in small group processes.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Developing interaction skills which foster small group teamwork relationships.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Developing ability to use small group problem solving techniques.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

School _____

NOTES

OVERVIEW

Session 3: Handicapping Conditions

Goal: Familiarize the participants with the nature of mental retardation and other handicapping conditions in order to increase empathy toward handicapped individuals.

Objectives: The participants should be able to:

1. Define various handicapping conditions with special emphasis on mental retardation.
2. Identify the various classifications and levels of mental retardation.
3. Identify the major causes of mental retardation.
4. Identify the major personality characteristics of individuals with mild retardation.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	5 minutes	Local educational advisor/ trainer
Nature of Mental Retardation	Small Group Activity	45 minutes	Trainers
Nature of Mental Retardation	Small Group Reports	15 minutes	Trainers
Nature of Mental Retardation	Large Group Presentation	15 minutes	Local educational advisor/ trainers
Questions and Answers	Large Group Discussion	10 minutes	Local educational advisor
		1½ hours	

MATERIALS/RESOURCES NEEDED

1. Overhead projector and screen.
2. Transparencies for Session 3.
3. Poster paper, felt tip markers, and tape for definitions of mental retardation.
4. Resource Materials for Session 3.
5. Worksheets: 1. Definition of Mental Retardation, 2. Causes of Mental Retardation, and 3. Personality Characteristics.
6. Session 3 evaluation form.

PREPLANNING ACTIVITIES

1. Prepare an information sheet containing the definitions used by the local district or state department of various handicapping conditions.
2. Review and be familiar with material in the Resource Materials on mental retardation and other handicapping conditions.
3. Provide enough poster paper, felt tip markers, and tape for small groups.

CONSIDERATIONS

Note: This material was originally developed to deal exclusively with educable mentally retarded youngsters. If the youngsters you are planning for are generally not mentally retarded but have a different handicapping condition, this session should be modified accordingly.

1. If this session is to be the beginning of a new workshop, be sure to include introductory remarks, e.g., welcome new participants, make group assignments, and mention any other details.
2. A trainer who is well versed in the characteristics of different handicapping conditions should be selected to conduct this session.
3. If a vigorous large group discussion occurs, then it would be appropriate to suggest some books or fur-

ther readings on the subject. Suggestions may be found in the resource section, Chapter 5, of *Life Centered Career Education: A Competency Based Approach.*

4. This is an important session to set the tone of the in-service training. It is the beginning of developing a positive attitude about working with handicapped children.

ROLE OF TRAINER

1. Conduct the presentation.
2. Be prepared to answer questions on mental retardation and other handicapping conditions.
3. Facilitate small group activities in this session.

DIRECTIONS

Session 3

INSTRUCTIONS: LARGE GROUP PRESENTATION (5 minutes)

1. Explain the three objectives of the session.
2. Ask special education personnel and others who have professional training in the education of exceptional children to refrain from answering the questions. Rather, their role will be to listen to the perceptions of others about the nature of various handicapping conditions and to serve as group catalysts.
3. Group should *not* refer to resource materials at this time.
4. Ask if there are any questions.
5. Have participants begin their small group activities.

NATURE OF MENTAL RETARDATION: SMALL GROUP ACTIVITIES (45 minutes)

1. A recorder should be appointed to write the group's we believe statements on the trainer's worksheets.
2. Complete Worksheet 1. Definition of Mental Retardation reflecting the group's consensus using brainstorming and consensus forming. Also write the definition on large poster paper and tape it on the wall (15 minutes).
3. Then complete Worksheet 2. Causes of Mental Retardation reflecting the group's consensus (15 minutes).
4. Then complete Worksheet 3. Personality Characteristics reflecting the group's consensus (15 minutes).
5. LEA should call time and ask for group reports.

NATURE OF MENTAL RETARDATION: SMALL GROUP REPORTS (15 minutes)

1. Have all small groups indicate what they believe mental retardation is and any problems they had reaching consensus. Recorder should stand to make report.
2. Have all small groups indicate what they believe are the major causes of mental retardation and any problems they had reaching consensus.
3. Have all small groups indicate what they believe are the major personality characteristics of the educable retarded student and any problems they had reaching consensus.

WHO ARE THE HANDICAPPED? LARGE GROUP PRESENTATION (15 minutes)

The regulations governing The Education for All Handicapped Children Act, Public Law 94-142, provide a series of definitions for various types of handicapping conditions. (Refer participants to Resource Materials, What is a Handicapped Child?)

First we will receive the full range of handicapping conditions; then we will look at mental retardation in more detail.

(Use Transparency 1) Handicapping Conditions:

Deaf	Other health impaired
Deaf-blind	Seriously emotionally disturbed
Hard of hearing	Specific learning disability
Mentally retarded	Speech impaired
Multiply handicapped	Visually handicapped
Orthopedically impaired	

(Go over the definitions from the Resource Materials and paraphrase for simplification and/or clarification. Define mentally retarded last so it can be used as a bridge to the more detailed presentation on this group of youngsters.)

(Use Transparency 2)

There are many other definitions of mental retardation, but most definitions today center around the theme of adaptation (or lack of it) to one's surroundings. Until recently, test scores were used almost exclusively for classifying a person as mentally retarded. An IQ of 70 is often used as the cutoff score for identifying retardation, although many school districts use IQ scores of 75 or 80 to determine eligibility for special education services.

One of the problems with using IQ scores is that they are merely a score derived from a restricted sample of behavior and, like other psychological measures, are subject to considerable error. Furthermore, different skills and abilities are required at different ages and in different environments. Therefore, it is advisable to view retardation within the context of one's environmental demands.

Only if an individual is deficient in *both* intelligence and adaptive behavior can he or she be considered mentally retarded.

Deficits in adaptive behavior result when the individual is unable to meet the standards of personal independence and social responsibility expected of his age and cultural group.

If an individual scores a 65 on an intelligence test, but is functioning adequately in his environment he or she would *not* be considered mentally retarded.

Low IQ scores may reflect cultural differences, motivation level for taking such tests, the inability of the test to adequately sample all aspects of the intellectual domain, etc. By using both criteria, we avoid the undue labeling of many persons who are not mentally retarded but who will need special assistance in adapting to certain middle class situations such as academic settings and requirements.

(Use Transparency 3)

Adaptive behavior deficits will vary at different ages. During the school years the main criteria are academic, reasoning, judgment, and social skills. For adolescents and adults, vocational and social abilities are the main criteria of adaptive behavior.

(Use Transparency 4)

If we assume that intelligence is distributed along a normal distribution dimension, we may depict it with a bell shaped curve. Approximately 2-3% of the general population or those with IQ's around 70 or below on certain individual intelligence tests who are *also* deficient in adaptive behavior would be classified as mentally retarded.

(Use Transparency 5)

The prevalence of mental retardation, based on a general population estimate of 210 million Americans, is:

IQ	*Population*
0-20	104,935
20-50	420,000
50-70	6,332,106

(Use Transparency 6)

Mental retardation can be classified into four levels: mild, moderate, severe, and profound.

IQ levels of retardation differ slightly according to the instrument used for measurement. Depicted here are the intelligence quotients and differences as categorized by two of the most widely used intelligence tests: the Wechsler Intelligence Scale for Children and the Stanford-Binet Intelligence Test.

As a group, persons whom we call mentally retarded are very diverse.

Most profoundly and severely retarded persons will need a great deal of supervision and assistance throughout their lifetimes.

Many moderately retarded (trainable) persons can develop basic skills to the extent that they will be able to work in a semi-independent manner under supervised conditions and some will actually attain independence and competitive employment.

The mildly retarded (or educable) are by far the largest group of retarded persons and most have good potential for satisfactory community and vocational adjustment if we provide them with better opportunities. It is this group on which we will focus in the Life Centered Career Education program.

(Use Transparency 7)

The causes of mental retardation can be categorized as biomedical, cultural-familial, and psychological.

Biomedical causes. There are over 200 identified pathologies presumed to be directly responsible for causing mental retardation. It is estimated that 10-25% of retarded persons have a significant central nervous system pathology. Phenylketonuria (PKU), hydrocephalus, microcephalus, and mongolism are examples of biomedical conditions. Infections, injuries, diseases, chromosomal abnormalities, prematurity, and disorders of metabolism or nutrition are examples of causes.

Most persons who have IQ scores below 55 are likely to have significant central nervous system involvement. This is less true for most persons with mild retardation.

Cultural-familial causes. There are many persons for whom there is no evidence of biological factors or organic conditions. These individuals are considered to have cultural-familial retardation which can come about from poor nutrition and poor physical health of the mother and child, and lack of stimulation. When test scores are used without the balance of assessing adaptive behavior, many children from ethnic, racial, and linguistic minorities are misclassified as suffering from cultural-familial retardation. This error in assessment occurs because the tests are often inappropriate for evaluating minority children.

Psychological causes. Some persons may be temporarily classified as retarded because of psychological reasons. These individuals should not be treated as permanently intellectually limited, otherwise their potentials will be grossly underestimated.

Retarded persons are often stereotyped as being anxious, impulsive, unrealistic, disturbed, withdrawn, delinquent, untrustworthy, dangerous, peculiar, and as having other derogatory characteristics.

Too many people confuse mental illness and mental retardation—even in this day and age. Although there is a tendency for more retarded persons to develop personality disorders, it may be understandable with the negative, rejecting attitudes and behaviors so many people convey to them. Some retarded persons may develop personality disorders if their interpersonal environment becomes too overwhelming. But research has revealed that no specific personality characteristics can be attributed to retarded individuals as a group.

Hopefully, this presentation has cleared up some misconceptions you may have had about mental retardation and other handicapping conditions. It is important to remember that most handicapped youngsters have the potential for successful community and vocational adjustment if they are given appropriate education and related services.

QUESTIONS AND ANSWERS:
LARGE GROUP PRESENTATION (10 minutes)

1. Ask if there are any questions or comments about the presentation.
2. Review with the group their responses to the worksheets (definition, causes, characteristics), emphasizing discrepancies of their consensus forming statements to the presentation of mental retardation from the regulations.
   - *Definition:* Review definition (if needed) and also the definition of the home school district, if different.
   - *Causes:* Indicate that some of the most common causes or factors related to mental retardation are poverty and environment (greatest contributor), anoxia, prematurity, diseases, nutritional disorders, and psychological disorders.
   - *Personality characteristics:* There are *no* unique characteristics that can be attributed just to this group. There is a greater tendency, however, for many (not most) to have an expectancy to fail, be socially inadequate, and have a poor self concept. (Refer participants to resource materials. Permit participants to voice any concerns or disagreements about the above before closing session.
3. Complete Session 3 evaluation form if appropriate.

TRANSPARENCY 1

Session 3

HANDICAPPING CONDITIONS

Deaf

Deaf-blind

Hard of hearing

Mentally retarded

Multiply handicapped

Orthopedically impaired

Other health impaired

Seriously emotionally disturbed

Specific learning disability

Speech impaired

Visually handicapped

MENTAL RETARDATION REFERS TO SIGNIFICANTLY SUBAVERAGE GENERAL INTELLECTUAL FUNCTIONING EXISTING CONCURRENTLY WITH DEFICITS IN ADAPTIVE BEHAVIOR; THESE DEFICITS SHOULD HAVE BEEN OBSERVABLE THROUGHOUT THE CHILD'S DEVELOPMENT.

TRANSPARENCY 3

Session 3

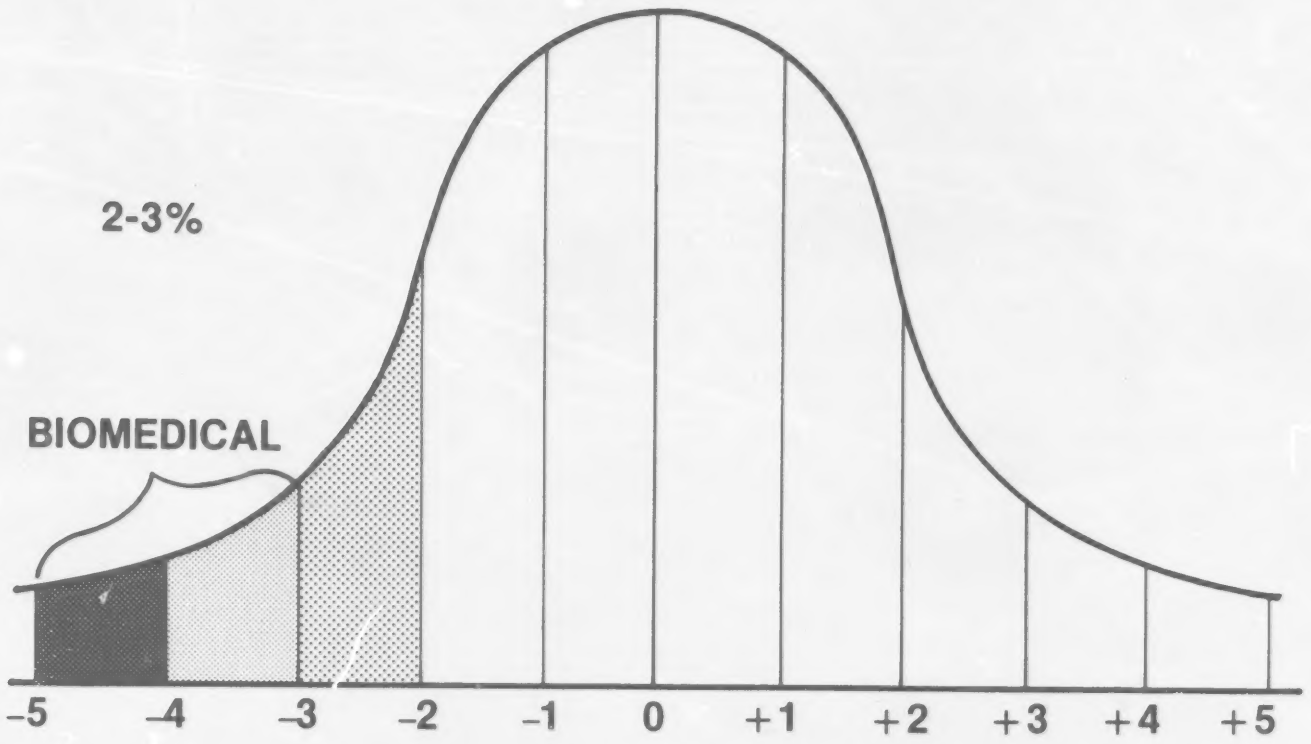
ADAPTIVE BEHAVIOR

School Years

- academic reasoning
- judgment
- social skills

Adolescents, adult years

- vocational skills
- social skills



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TRANSPARENCY 4

Session 3

TRANSPARENCY 5

Session 3

IQ DISTRIBUTION IN THE GENERAL POPULATION

IQ	Population
0-20	104,935
20-50	420,000
50-70	6,332,106

LEVELS OF RETARDATION ACCORDING TO IQ TEST SCORES

Level	Wechsler	Stanford-Binet
Mild	55-69	52-67
Moderate	40-54	38-51
Severe	25-39	20-35
Profound	below 20	below 20

TRANSPARENCY 7

Session 3

CAUSES OF MENTAL RETARDATION

The causes of mental retardation can be categorized as:

Biomedical

Cultural-Familial

Psychological

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RESOURCE MATERIALS

Session 3

WHAT IS A HANDICAPPED CHILD?

Who Is Considered Handicapped?
As used in the Education for All Handicapped Children Act (Public Law 94-142), handicapped children must meet two criteria. The child must have one or more of the disabilities listed in the next section and he or she must require special education and related services. In other words, not all children who have a disability require special education; many are able to and should attend school without any program modification.

What Disabilities Are Included in the Definition?

- Deaf—A hearing impairment so severe that the child cannot understand what is being said with or without a hearing aid.
- Deaf-Blind—A combination of hearing and visual impairments causing such severe communication, developmental, and educational problems that the child cannot be accommodated in either a program just for the deaf or one that is specifically for the blind.
- Hard of Hearing—A hearing impairment that adversely affects a child's educational performance but is not as severe as deafness.
- Mentally Retarded—Both significant subaverage general intellectual functioning and deficits in adaptive behavior; these deficits should have been observable throughout the child's development.
- Multiply Handicapped—A combination of impairments, other than deaf-blind, that causes such severe problems that the child cannot be accommodated in a special education program for any one of the impairments.
- Orthopedically Impaired—A severe physical disability that adversely affects educational performance. The term includes impairments such as club foot, absence of a limb, cerebral palsy, poliomyelitis, bone tuberculosis, etc.
- Other Health Impaired—Limited strength, vitality, or alertness due to chronic or acute health problems such as rheumatic fever, asthma, hemophilia, leukemia, etc., which adversely affects the child's educational development.
- Seriously Emotionally Disturbed—Schizophrenic or autistic children and others who have a marked degree of one or more of the following characteristics, displayed over a long period of time:

  An inability to learn which cannot be explained by intellectual, sensory, or health factors.

  An inability to build or maintain satisfactory interpersonal relationships.

  Inappropriate types of behavior or feelings under normal circumstances.

  A general pervasive mood of unhappiness or depression.

  A tendency to develop physical symptoms or fears associated with personal or school problems.

  This term does not include students who are socially maladjusted, unless they are also seriously emotionally disturbed.

- Specific Learning Disability—A disorder affecting the child's understanding or use of spoken or written language. The student's ability to listen, think, speak, read, write, spell, or do mathematical calculations may be affected. Conditions such as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia are included in this category. This term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps; mental retardation; or environmental, cultural or economic disadvantage.
- Speech Impaired—A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment which adversely affects a child's educational performance.
- Visually Handicapped—A visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

How Are Handicapped Children Identified?
Children suspected of having a handicap are evaluated by a multidisciplinary team that includes at least one teacher or other specialist with knowledge in the area of the suspected disability. Following a full and individual evaluation of the child's educational needs, the team determines whether or not the child requires special education and related services.

What Responsibilities Do States and Localities Have in Educating Handicapped Children?
If the evaluation confirms that a child has one or more disabilities and because of the disabilities special education and related services are required, then states and localities must provide a free, appropriate public education for that child.

MENTAL RETARDATION

What Is the Most Commonly Accepted Definition of Mental Retardation?
"Mental Retardation refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period" (American Association on Mental Deficiency in Grossman, 1973).

According to this definition, mental retardation is present only if an individual is deficient in *both*

- Intelligence (more than 2 standard deviations below the mean, generally below IQ 70), and
- Adaptive behavior (unable to meet the standards of personal independence and social responsibility expected of his age and cultural group).

What Are the Categories (Levels) of Mental Retardation?

- Mild (IQ's 55-69).
- Moderate (IQ's 40-54).
- Severe (IQ's 25-39).
- Profound (IQ's 24 and below).

Note: These groups are based on the Wechsler IQ.

What Is the Prevalance of Mental Retardation?

- Approximately 2-3% of the general population.
- Majority (89%) of retarded individuals fall into the mildly retarded classification.
- If individuals with IQ's in the borderline range (70-84) are labeled retarded, the prevalence becomes much greater.

What Causes Mental Retardation?

Cultural-familial factors, i.e., "an undefined admixture of genetic and environmental variables, including poor nutrition and poor physical health of the mother and child, economic poverty, membership in an ethnic minority and a social class structure at variance with the dominant majority class, and IQ scores and educational attainments at the lower end of the normal distribution of intelligence as measured psychometrically" (Milgram, 1972). This accounts for 70-75% of the retarded population.

Biomedical factors, i.e., over 200 pathologies such as infections and intoxications, trauma, disorders of metabolism or nutrition, brain disease, chromosomal abnormalities, prematurity and others. This accounts for 10-25% of the retarded population.

Psychological factors, i.e., temporarily retarded due to emotional factors and should not be treated as permanently intellectually limited.

What Are the Personality Characteristics of the Mentally Retarded?

Research has revealed that as a group the retarded do not have any unique pattern of personality characteristics separate from the general population. Many retarded people, however, in certain situations have a greater tendency to expect to fail, feel socially inadequate, and display a poorer self concept. Under proper conditions and after adequate preparations these tendencies are generally no different than the general population.

Some Final Points

- Mental retardation reflects the *current status* of an individual and does not reflect permanency, i.e., individuals may improve their intellectual functioning and adaptive behaviors.
- Most retardation is due to cultural-familial conditions.
- Most retarded persons are mildly affected and can lead successful community lives if they receive the proper education and training.

Resources

Birch, J. W., & Reynolds, M. C. *Teaching exceptional children in all America's schools—A first course for teachers and principals.* Reston VA: The Council for Exceptional Children, 1977.

Grossman, H. (Ed.). *Manual on terminology and classification in mental retardation* (rev. ed.). Baltimore: American Association on Mental Deficiency, Garamond/Pridemark Press, 1973.

Milgram, N. A. MR and mental illness—A proposal for conceptual unity. *Mental Retardation,* 1972, *10* (6), 29-31.

WORKSHEET 1

Session 3

DEFINITION OF MENTAL RETARDATION

Brainstorming Ideas:

Group Consensus: We believe mental retardation is (definition)

WORKSHEET 2

Session 3

CAUSES OF MENTAL RETARDATION

1. Please circle below the items your group believes are either causes of and/or factors related to mental retardation.

Accidents	Evildoing
Brain disease, tumors	Genetics
Nutrition deficiencies	Age of mother
Chromosomal abnormalities	Metabolic disturbances
Diseases	Sensory deprivation
Poverty	Stress in mother
Infections	Prematurity
Convulsive seizures	Race
Environment	Age
Mother not wanting child	Bad luck
Trauma	Low socioeconomic status
Anoxia	German measles (mother)
Wrong deeds of parents	Poisons
Structural malformations	Difficult delivery
Emotional disorders	High blood pressure
Frustration	Too many sweets
Whooping cough	God's punishment
Ice cream	Ph factor
The Devil	Lack of stimulation

2. In the consensus of your group, which of the above are the three major causes of and/or factors associated with mental retardation? (Please list below.)

WORKSHEET 3

Session 3

PERSONALITY CHARACTERISTICS

1. Please circle below which items your group believes are personality characteristics that are typical of *most* mentally retarded persons.

Dangerous	Poor self concept
Unmotivated	Mean
Poor learner	Poor safety awareness
Low frustration tolerance	Creative
Happy go lucky	Rigid
Expectancy to fail	Life of the party
Withdrawn	Aggressive
Slow learning	Hard to manage
Socially inadequate	Delinquent
Impulsive	Disturbed
Untrustworthy	Subhuman organisms
Nonverbal	Deviant
Guilt ridden	Variable
Needs much supervision	Unrealistic
Suave	Realistic
Reckless	Bad
Good	Can't stick to a task
Considerate	Pleasurable
Careless	Witty

2. In the consensus of your group, which of the above distinguish *most* mentally retarded persons from most nonretarded individuals? (Please list below.)

EVALUATION FORM

Session 3

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 3 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the third session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Defining various handicapping conditions.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Identifying the various levels and classifications of mental retardation.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Identifying the major causes of mental retardation.	____much ____some ____little	____much ____some ____little	____much ____some ____little
8. Recognizing the major personality characteristics of persons with mild retardation.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

School _____

OVERVIEW

Session 4: Appropriate Educational Programing

Goal: Familiarize the participants with the concepts and procedures for appropriate educational programing of handicapped students.

Objectives: The participants should be able to:

1. Develop increased empathy concerning the positive attributes and human worth of handicapped students.
2. Perceive the rationale associated with providing an appropriate individualized educational plan for these students.
3. Comprehend the terminology and structure associated with the appropriate individualized educational programing of these students.

Note: These points should be written on a newsprint chart and kept posted throughout the session

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	5 minutes	Trainer
Appropriate Educational Programing	Large Group Presentation	20 minutes (Add 15 minutes if filmstrip is shown)	Trainer
Desirable Work Characteristics	Small Group Activity	15 minutes	Trainer
Desirable Work Characteristics	Small Group Reports	10 minutes	Trainer
Student Videotape Interviews	Large Group Presentation	20 minutes	Trainer
Questions and Answers	Large Group Discussion	20 minutes	Trainer
		1½ hours	
		1¾ hours	

MATERIALS/RESOURCES NEEDED

1. Overhead projector and screen; filmstrip projector and cassette player (optional).
2. Videotape of students and playback equipment.
3. Resource Materials for Session 4.
4. Worksheets: 1. Desirable Work Characteristics of Adults; 2. Desirable Work Characteristics of Adults.
5. Session 4 evaluation form.
6. Optional—15 minute filmstrip presentation: *Introducing Public Law 94-142*, available from: The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. (Price: $13.50 for filmstrip, cassette, and script booklet No. 1.)

PREPLANNING ACTIVITIES

1. Identify students with mild retardation who have been in regular classes in the past or who are presently in a regular classroom.
2. Select several of the identified students who are verbal and who would agree to be interviewed on videotape.
3. Request parental permission to videotape the students. Have parents sign release statements for the videotape.
4. Secure videotape equipment.
5. Set up appointments for videotaping.
6. Videotape student interviews.

7. Edit videotape to 20 minutes.

CONSIDERATIONS

1. The videotape is very important. It fosters a better understanding of students with mild retardation. The interviewer should be particularly aware of this activity's importance when interviewing students.
2. The interviewing technique a trainer uses is very important to the success of the videotape:
   - Put students at ease.
   - Accentuate the positive.
   - Speak slowly and clearly.
   - Keep good rapport with students.
   - Phrase questions so students understand.
   - Show understanding to students.
   - Let students speak their mind.
   - Acknowledge students' answers.
   - Thank students for sharing their experiences.

ROLE OF TRAINER

1. Conduct the student interviews. (Could be done by another person skilled in interviewing.)
2. Conduct a positive, large group discussion on appropriate educational programing.
3. Emphasize the need for a least restrictive environment for all students.

DIRECTIONS

Session 4

INSTRUCTIONS: LARGE GROUP PRESENTATION (5 minutes)

1. Review the goal and objectives for this session.
2. Explain to the participants that this large group presentation will familiarize them with a number of educational terms, issues, and legislation concerning handicapped students. More detailed information may be found in the resource materials.

APPROPRIATE EDUCATIONAL PROGRAMING: LARGE GROUP PRESENTATION
(20 minutes—add 15 minutes if filmstrip is used)

1. Explain the basis for increased attention to the development of more appropriate educational programing for handicapped students, including the following points:
   - Recent federal legislation.
   - Assertiveness of parents.
   - Labeling students.
   - Court actions.
   - Inadequacies of psychological tests.
   - Improper placement into special education classes.
   - The effects of homogenous grouping.
   - Efficacy studies suggesting these students can perform in regular classes.
   - Improved educational preparation and more supportive services currently available.
   - Improvements in educational technology and medical assistance.
   - Improvements in school organization such as team teaching, flexible groupings, and ungraded classes.
2. Mention that these issues have influenced the movement to mainstream students and develop individualized education programs which meet the various needs of handicapped students.
3. Encourage participants to ask questions at this time to clarify the rationale just discussed.
4. Show filmstrip (optional), *Introducing Public Law 94-142.*
5. Discuss issues that have recently emerged regarding appropriate educational programing of handicapped students.
   - Mainstreaming and normalization.
   - Least restrictive setting.
   - Federal legislation (Public Law 94-142).
   - Due process.
   - Systematic instructional model.
   - Individualized education program (IEP).
6. Emphasize that Public Law 94-142 mandated the following format:
   - A written statement must be developed for each of these students in a meeting by a qualified educator.
   - The statement should include a specially designed instructional approach to meet the unique needs of the student. This includes:
     - — Statement of the present level of student performance, i.e., strengths, weaknesses.
     - — Statement of annual goals.
     - — Short term instructional objectives.
     - — Statement of specific educational services to be provided.
     - — Extent to which the student will participate in regular classes.
     - — Projected initiation date and anticipated duration of services offered.
     - — Appropriate objective criteria, evaluation procedures, and time schedules (at least annually) to determine whether instructional objectives are being achieved.
7. Mention that the inservice program will provide assistance to educators in addressing these issues as they relate to the overall school career education plan.

DESIRABLE WORK CHARACTERISTICS OF ADULTS/RETARDED PERSONS: SMALL GROUP ACTIVITY (15 minutes)

1. Hand out Worksheet 1. Desirable Work Characteristics of Adults and read the instructions. Ask each group to do the activity in seven minutes. Do *not* mention there is a second worksheet.
2. When the group reaches consensus, hand out Worksheet 2. Desirable Work Characteristics of Retarded Persons, read the instructions, and complete the activity in seven minutes.
3. Select a participant to make the small group report.

DESIRABLE WORK CHARACTERISTICS OF ADULTS/RETARDED PERSONS: SMALL GROUP REPORTS AND DISCUSSION (10 minutes)

1. Each group reports the three most desirable characteristics chosen for adults and for retarded persons.
2. Ask for reasons from each group on how they arrived at the three characteristics.
3. Allow discussion on each group's arguments for their choices.
4. Emphasize the point that society seems to have different expectations for individuals who have been labeled.
   - Sometimes the expectations are higher and more difficult to achieve than the expectations for individuals who are not labeled.
   - Sometimes the expectations are lower and retarded students respond accordingly.
   - Sometimes the expectations or desirable characteristics are similar.

5. Point out that there are no right/wrong answers to this, but hopefully the discussion will identify participant attitudes about the importance of teaching these positives.
6. Make the point that our expectations of these students come across in a variety of ways. They perceive our attitudes as well as their peer's attitudes. While these students may not verbalize their feelings on the matter, they do have insight into the problem of acceptance by teachers and peers. Some of their insight can be of vital use to us in this inservice program; that is why we have videotaped these students.

STUDENT VIDEOTAPE INTERVIEWS: LARGE GROUP PRESENTATION (20 minutes)

1. Inform the participants that they are to view a videotaped interview of students who have taken at least two subjects in regular classes.
2. Explain that the purpose of this videotaped interview is to listen to what retarded students have to say about regular classes and the problems associated with regular class placement.
3. Inform participants that these are local students discussing attitudes, problems, and aspirations regarding appropriate educational programing and career goals.
4. Questions the trainer or participant conducting the interview are to ask are as follows:
   - As you happy in school? (If not, why not?)
   - What do you like best about being in regular classes?
   - What do you like least about being in regular classes?
   - What problems do you have in the regular classes?
   - How many friends do you have in the regular classes?
   - Do you always understand what the teacher expects of you?
   - In what ways can your special education teacher help you?
   - Would you rather be in special education classes? Why?
   - How can school be made better for you?
   - What do you want to learn before you graduate from high school?
   - What would you like to do after graduating from high school?
   - What kind of a job would you like to have?
5. Ask participants for questions or comments regarding the videotape interview.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (20 minutes)

1. Ask for participants' reactions to the videotape student interview.
2. Refer participants to resource materials and discuss each topic briefly.
   - Educational terms.
   - Significant legislation.
   - Due process.
   - Systematic instructional model.
3. Complete Session 4 evaluation form if appropriate.

RESOURCE MATERIALS

Session 4

EDUCATIONAL TERMS

Mainstreaming

- Mainstreaming is a belief which involves an educational placement procedure and process for exceptional children based on the conviction that each such child should be educated in the least restrictive environment in which his educational and related needs can be satisfactorily provided. This concept recognizes that exceptional children have a wide range of special educational needs, varying greatly in intensity and duration; that there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual child's needs; that to the maximum extent appropriate, exceptional children should be educated with nonexceptional children; and that special classes, separate schooling, or other removal of an exceptional child from education with nonexceptional children should occur only when the intensity of the child's special education and related needs is such that they cannot be satisfied in an environment including nonexceptional children, even with the provision of supplementary aids and services (CEC, Delegate Assembly, 1976).
- "Mainstreaming refers to the temporal, instructional, and social integration of eligible exceptional children with normal peers. It is based on an ongoing, individually determined educational planning and programming process which requires clarification of responsibility among regular and special education administrative, instructional, and supportive personnel." (Kaufman, Gottlieb, Agard, & Kukic, 1975, p. 9)
- Mainstreaming is defined as an educational programing option for handicapped youth which provides support to the handicapped student and his teacher(s) while he pursues all or a majority of his education within a regular school program with nonhandicapped students (Clark, 1975).
- "Basically, it *is* a thrust toward integrating handicapped children into regular schools and classrooms, with many opportunities not only to join in the usual activities of a normal school day, but also to be accepted members of their own society of non-handicapped peers, to be 'counted in.' On the other side, one thing it is not intended to be is a wholesale elimination of specialized services, programs or classes designed for children with exceptional needs." (National Information Center for Closer Look, Winter, 1975, p. 1)

Least Restrictive Placement

- Public Law 94-142 requires that handicapped children be placed for educational purposes in the least restrictive environment.
- It insures, to the maximum extent appropriate, that handicapped children will be educated with children who are not handicapped, and that special classes, separate schooling, or other removal from the regular education environment occurs *only* when the nature or the severity of the handicap is such that education in regular classes with uses of supplementary aids and services cannot be achieved satisfactorily.

Appropriate Educational Programing

- Specifies objectives, activities, and methodologies to meet the needs of the learner.
- Is based on the results of assessment and is consistent with the curricular goals relevant to the learner and his/her environment.
- Is a means to achieve an educational goal.

References

CEC, Delegate Assembly Official Actions at the 54th Annual International Convention, Definition of Mainstreaming. *Exceptional Children*, 1976 *43* (1), 43.

Kaufman, M. J., Agard, J. A., & Kukic, M. B., *Project PRIME, mainstreaming toward an explication of the construct.* Project No. IM-71-001. Austin TX: U.S. Office of Education for the Handicapped, Intramural Research Program, March 1975.

Clark, G. M. Mainstreaming for the secondary educable mentally retarded: Is it defensible? *Focus on Exceptional Children*, 1975, *7* (2), 1-5.

National Information Center for the Handicapped. It's okay to be different: Memo on mainstreaming. *Closer Look*, 1975.

SIGNIFICANT LEGISLATION*

The Education for All Handicapped Children Act, Public Law 94-142

- "It is the purpose of this Act to assure that all handicapped children have available to them . . . a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and localities to provide for the education of all handicapped children and to assess and assure the effectiveness of efforts to educate handicapped children."
- The law seeks to guarantee the availability of a free appropriate public education to all handicapped children.
- Special education means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of the handicapped child. This may be

*Prepared by The Council for Exceptional Children for The Bureau of Education for the Handicapped, US Office of Education, 400 Maryland Ave., SW, Washington DC 20202, 1976.

classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

- Related services include transportation and such developmental, corrective, and supportive services as may be needed to help a handicapped child benefit from special education. Examples of related services include speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services used for diagnostic and evaluation purposes. It also includes the early identification and assessment of handicapping conditions in children.
- It is impossible to provide appropriate educational services without focusing on the needs of individual children. Recognizing this fact, Congress requires that each child enrolled in a program have an individualized education program, a written statement for each handicapped child, jointly developed by a qualified school official, the child's teacher, and parents or guardian. If possible, the child should also participate.
- The law requires states and localities to establish priorities for providing a free appropriate public education to all handicapped children. The first priority is to children who are not receiving any education. The second priority is to the most severely handicapped children within each disability who are receiving an inadequate education. These priorities must have been implemented by October 1, 1977.
- Public Law 94-142 guarantees a free, appropriate, public education to all handicapped children. This means that special education and related services must be made available at public expense, under public supervision and direction, and without charge. The program must meet the standards of the state education agency. The public system must provide appropriate programs. An individualized education program must be provided for each child.
- If a local school district is unable to provide the needed services because it is too small, the state may require districts to submit a consolidated application.
- If a state or local education agency places a child in a private facility as a means of carrying out public policy, and if that facility meets all the requirements of this Act, then funds available under this Act may be used to provide special education and related services to these children.
- A description of programs and procedures for implementing a comprehensive system of personnel development must be included in each state plan and local application. The law specifies that the training should be for both general and special education teachers and support personnel.
- The descriptions of the inservice programs must include detailed procedures to assure that all personnel are appropriately and adequately trained.

Protecting the Rights of Handicapped Children and Their Parents

- Public Law 94-142 makes a number of critical stipulations that must be adhered to by both the state and its localities. Most of these provisions previously existed in Public Law 93-380 but have been further refined in Public Law 94-142.
- Policies and procedures must be in effect to protect the confidentiality of personally identifiable information.
- Handicapped children must be educated with nonhandicapped children to the maximum extent appropriate.
- Nondiscriminatory testing practices must be in effect.
- Individualized education programs must be written for each child and must be reviewed at least once a year (effective October 1977).
- Due process procedures must be guaranteed with respect to all matters of identification, evaluation, and placement.
- Parents have the right to examine records pertaining to identification, evaluation, and placement and to obtain an independent educational evaluation.
- A surrogate parent will be assigned to any child whose parents are unknown or unavailable or any child who is a ward of the state.
- Parents must receive a written notice prior to any change in placement or evaluation of a child.
- Notice must be in the parents' native language (effective October 1977).

Public Involvement

- Each state must have an advisory panel appointed by the governor or other authorized official. This panel advises the state education agency on unmet needs, comments publicly on rules and regulations, and assists the state in developing and reporting such data and evaluations as may be needed by the US Commissioner of Education.
- If the commissioner withholds funds because of alleged failure on the part of an education agency to comply with the provisions of the Act, the action must be brought to the attention of the public by means of a public notice.
- The state must assure that procedures are established for consultation with concerned individuals including handicapped citizens and parents or guardians of handicapped children.
- Each state is required to have a state plan on file with the US Commissioner of Education. The plan must be amended annually. Thirty days before the amended plan is submitted, it must be made available to parents, guardians, and other members of the general public.
- There must be public hearings prior to the adoption of policies, programs, and procedures proposed in the amended state plan.
- Local education agencies must also make their applications, evaluations, and reports available to the public.

DUE PROCESS*

What Is Due Process?

- It is a course of legal proceedings in accordance with established rules and principles for enforcing and protecting individual rights.

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*Abeson, A., Bolick, H., & Hass, J. *A primer on due process: Education decisions for handicapped children.* Reston VA: The Council for Exceptional Children, 1975.

- It was established in the US Constitution which states in the Fifth Amendment that "no person shall be deprived of life, liberty, or property without due process of law."
- It was reestablished in the Fourteenth Amendment which states that "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States, nor shall any state deprive any person of life, liberty, or property without due process of law."
- It provides procedural safeguards so that when an individual is faced with a decision or potential decision affecting his education, he has the opportunity to be heard on his own.
- It is a mechanism to assure that the educational program fits the child.

Due Process Elements

- Participation of parents or parent surrogate is insured.
- Parent surrogate appointed for children when: the parent or guardian is not known, parents are unavailable, or the child is a ward of the state.
- Written and oral notifications are given to parents in their primary language before: evaluation, change in educational program, hearings, or review of reevaluation. Parents shall have the opportunity to respond to notifications and receive written results of procedures.
- An impartial hearing will be conducted if parents disagree with decisions. In conjunction with the hearing, parents can:
  - Examine all relevant records.
  - Obtain independent educational evaluation.
  - Be represented by counsel.
  - Crossexamine witnesses.
  - Produce witnesses.
  - Present evidence.
  - Receive records of the hearing.
  - Obtain written findings of fact and decision.
- Appeal of decisions may be made to an appropriate civil court.
- The burden of proof for recommended action is upon the education agency.
- Periods of time are specified for the completion of each procedure.
- Periodic review is mandated.

Positive Benefits for Public Education Agencies

- Provides the parent with the opportunity for holding the professional *accountable*, a desire of many professionals.
- Provides the opportunity for school personnel to be open and honest with the ultimate consumers of their services.
- Enables educators to provide individually designed education programs.
- Provides, through individual plans, the basis for intelligent assessment of a child's progress in relation to the objectives initially established (concept of periodic review).
- Permits the school to adopt a totally new public relations approach to the education of handicapped children.
- Provides an opportunity for public educators to effectively meet the educational needs of children even when there is parental resistance, i.e., procedures can be established, including hearings, to provide schools the opportunity to evaluate and, when necessary, place the children in special programs.
- Provides educators with the leverage to do that which must be their goal—to act openly and in the best interests of the children they serve.

SYSTEMATIC INSTRUCTIONAL MODEL*

Conduct Initial Assessment

- Observe specific child behaviors on a frequent basis.
- Determine what the child can do, what the child needs to learn next, and how the child learns best.
- Design instructional programing utilizing school records, grade cards, cumulative cards, anecdotal comments, and interviews with previous teachers and other professionals serving the child.
- Select diagnostic tools for formal and informal assessment. Formal assessment includes: achievement tests, diagnostic tests, and placement tests. Informal assessment includes: skill-specific tests, sequence related tests, teacher made placement tests, and use of classroom activities.

Determine Objectives and Sequences: Decide What To Teach

- Select meaningful classroom activities that meet the needs of the child and fit into the overall goals of the classroom.
- Set clear long range goals, establish sequential steps, translate steps into short term objectives.

Select Instructional Activities: How To Teach

- Begin instructional programing by establishing and implementing strategies geared to increase the student's ability and performance on the desired behaviors.
- Select teaching techniques, materials, methods, and procedures that will increase the student's competency and help plan the intervention.

Conduct Ongoing Assessment: How To Evaluate Student Performance

- Develop an ongoing assessment and a functional data recording system to determine when an objective has been mastered or if further intervention is needed.
- Decide what to evaluate.
- Decide what dimensions of the behavior to measure.
- Decide how often to measure.
- Decide how much to measure.
- Decide how to record the data.

Implement: Get Your Program To Work

- Utilize some adaptations of instructional approaches commonly used for groupings and instruction; small group instruction, individual instruction, and use of tutors, supportive professionals and peers.

Modify the Instructional Plan

- If progress is not satisfactory, changes must be made in the instructional program.

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*Lowenbraun, S. L., & Affleck, J. Q. *Teaching mildly handicapped children in regular classes.* Columbus OH: Charles E. Merrill, 1976.

NOTES

WORKSHEET 1

Session 4

DESIRABLE WORK CHARACTERISTICS OF ADULTS

Listed below are dispositions or statements desirable for an adult. Read through the list and select the three most important or desirable characteristics for an adult worker in our society.

Each group member should take two minutes to explain his/her choices and the reasons for them. After that, the group as a whole should make an attempt to arrive at group consensus on the three most important *or* desirable traits.

It will be difficult for you to select the three most desirable characteristics but force yourself to make a judgment.

Most Important or Desirable:

1. _____

2. _____

3. _____

a. Loyal to his/her organization or employer.
b. Accountable and trustworthy.
c. Clean and careful in appearance.
d. Inquisitive.
e. Able to communicate with others.
f. Cooperative and works in harmony.
g. Independent and self reliant.
h. Able to make friends.
i. Respectful of others.
j. Carefree and can have a good time.
k. Constructive and creative.
l. Tries to do what others want done.

WORKSHEET 2

Session 4

DESIRABLE WORK CHARACTERISTICS OF RETARDED PERSONS

Listed below are the same dispositions or statements which describe a person as were in the previous exercise. This time also rank in order except the ranking should be for a graduating retarded student.

Have each member explain why the ranking should be different or remain the same.

Most Important or Desirable:

1. _____

2. _____

3. _____

a. Loyal to his/her organization or employer.
b. Accountable and trustworthy.
c. Clean and careful in appearance.
d. Inquisitive.
e. Able to communicate with others.
f. Cooperative and works in harmony.
g. Independent and self reliant.
h. Able to make friends.
i. Respectful of others.
j. Carefree and can have a good time.
k. Constructive and creative.
l. Tries to do what others want done.

EVALUATION FORM

Session 4

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 4 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the fourth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Increasing my level of empathy concerning the positive attributes of persons with mild retardation.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Becoming sensitive to the need to provide an appropriate individualized education program for these students.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Comprehending the terminology and structure associated with individualizing educational programing for these students.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

School _____

NOTES

OVERVIEW

Session 5: Career Education

Goal: Familiarize participants with the concept of career education as it applies to competency based education for individuals with mild retardation.

Objectives: The participants should be able to:

1. Relate career education concepts to their local school.
2. Recognize the major career education competencies needed by all students.
3. Comprehend the definitions of career education at the local, state, and national levels.
4. Recognize the life centered definition of career education and how this definition interacts with the existing school district career education philosophy.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	5 minutes	Local educational advisor/ trainer
Defining Career Education	Small Group Activity	15 minutes	Trainers
Defining Career Education	Small Group Reports	15 minutes	Recorders
Career Education	Large Group Presentation	20 minutes	Trainer
Questions and Answers	Large Group Discussion	35 minutes	Trainer
		1½ hours	

MATERIALS/RESOURCES NEEDED

1. Overhead projector and screen.
2. Transparencies for Session 5.
3. *Life Centered Career Education: A Competency Based Approach.*
4. Resource Materials for Session 5.
5. Worksheet: Definition of Career Education.
6. Session 5 evaluation form.

PRELANNING ACTIVITIES

1. Become familiar with the Life Centered Career Education competencies and subcompetencies (see *Life Centered Career Education: A Competency Based Approach).*
2. Locate the state and/or local career education model already in use. Put this information on a transparency, chart, or handout for this session.

CONSIDERATIONS

1. If this session is to be the beginning of a new workshop, be sure to include introductory remarks, e.g., welcome new participants, make group assignments, and mention any other details.
2. The most important consideration for this session is to make the concept of career education as concrete and understandable for the participants as possible.
3. The trainer should be familiar with the state department definition (if there is a state definition) of career education and/or plan.

ROLE OF TRAINER

1. Conduct the presentation on career education.
2. Facilitate small group activities for this session.
3. Answer participants' questions.

DIRECTIONS

Session 5

INSTRUCTIONS: LARGE GROUP PRESENTATION (5 minutes)

1. Explain the goal and objectives of this session.
2. Ask participants to begin their small group activity on defining career education.

DEFINING CAREER EDUCATION: SMALL GROUP ACTIVITY (15 minutes)

1. Hand out worksheet: Definition of Career Education.
2. Remind the group that the brainstorming and consensus forming process should be used to come up with a We Believe statement on the definition of career education which they select. This statement should indicate why the group believes this is the best definition.
3. Appoint a recorder.
4. Ask the group to use the worksheet to begin formulating a definition of career education appropriate for handicapped learners.
5. The group should have a completed We Believe statement written during the 15 minute session.

DEFINITIONS OF CAREER EDUCATION: SMALL GROUP REPORTS (15 minutes)

1. Have each group report on the definition they wrote and the reasons why, using the We Believe statement.

CAREER EDUCATION: LARGE GROUP PRESENTATION (20 minutes)

1. Review facts about career education. Refer participants to resource materials.
2. Describe the concept of a life centered approach to career education.

> Career education is a complete educational concept because it encompasses the total curriculum of the school. It is *not* a new name for vocational-technical education nor is it a parallel program to other programs such as language arts, social studies, health education, and environmental education. Career education does *not* replace traditional subjects and is *not* a separate curriculum or subject; rather, it is a unified approach to education for life. It is an umbrella under which all educational activities can be placed.

3. Review career education propositions. Use Transparencies 1 and 2.
4. Present definition of Life Centered Career Education.

> This inservice training program is based on a conceptualization that career education involves (a) a concern for the total person, (b) the development of personal-social and daily living skills, as well as occupational competencies, (c) all of education, and (d) preparation of all persons at all ages for community working and living. Career education is a systematic and humanistic approach which will help individuals learn more about themselves, their potential, and goals, so that their lives will be directed according to their individual interests, values, potential, and needs.

> Career education is the process of systematically coordinating all school, family, and community components to facilitate each individual's potential for economic, social, and personal fulfillment.

5. Distribute copies of *Life Centered Career Education: A Competency Based Approach.* Introduce participants to the major competencies in each curriculum area (use Transparency 3).

> *Daily Living Skills Curriculum Area.* This area includes skills that are routine actions which every individual goes through during the course of a day. They are highly visible actions that are basic survival skills.
>
> *Personal-Social Skills Curriculum Area.* This area includes skills that are abstract in nature, yet they are important for all individuals to acquire. Included are such behaviors as developing communication skills and a positive self concept.
>
> *Occupational Guidance and Preparation Curriculum Area.* This area includes any skills related to jobs, which includes preparing for, entering into, maintaining, and advancing in the work role. Specific behaviors such as job interviews, finding a job, and work habits are emphasized in this area.

6. Discuss how the life centered approach to career education can fit into the existing school district curriculum.

> A typical school career education program might be patterned after the US Office of Education model of career education. The USOE model visualizes career education as emphasizing career awareness in Grades K-6, career exploration in Grades 7-9, career preparation and placement in Grades 10-12, and continuing and adult education beginning at Grade 13 and progressing throughout the individual's lifespan.

An example of interfacing the life centered model with the USOE model has been conceptualized in this visual (use Transparency 4). This approach allows a school staff member to focus on a specific grade level, curriculum area, and career development area of concern. More specifically, this interfacing structure will provide an educator, parent, or community member with the necessary frame of reference to focus on specific student performance behaviors or competencies which should be mastered within this interfacing context. For example, an instructor for a ninth grade student could easily identify a competency which should be taught within the Personal-Social Skills curriculum area. The instructor could then easily develop units of study including the career exploration element and supportive activities.

The competency based curriculum approach does not necessarily mean abolishing courses and structures currently operating in secondary programs. It does require, however, that instructional content be selected according to student ability to acquire the competencies. If the competencies can be acquired from existing course offerings, the primary attention is focused on in[illegible] and collaboration teaching strategies. If the competencies are not being developed, curriculum modifications will be needed. School systems must design ways to infuse these career education competencies into the curriculum. Considerable attention to this matter will be given in subsequent workshops.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (35 minutes)

1. Ask if there are any questions or comments.
2. Review with the group their definitions of career education, emphasizing the discrepancies beween their consensus forming statements and the material in the presentation.
3. Discuss the group's reaction to the life centered concept of career education.
4. Discuss your own state and local career education model, explaining the various conceptualized areas of emphasis:
   - Career awareness.
   - Career exploration.
   - Career preparation.
   - Career placement.

   Note: Obtain this information from the State Department of Career Education or local school district officials. Develop individual transparencies to explain these concepts, if appropriate.
5. Explain how the life centered model can be interfaced with your state or local district plan. When interfacing this model, look for similarity and compatibility in the definition. Draw attention to elements which support both models. Use examples which show how both models are compatible and can be utilized. This will differ with each state or local school district. In some cases there may not be a state or local career education model. Use career education transparencies for explaining this concept.

   Note: Encourage participants to voice any concerns or disagreements about the above before closing the session.
6. Refer participants to *Life Centered Career Education: A Competency Based Approach* for further readings.
7. Complete Session 5 evaluation form, if appropriate.

TRANSPARENCY 1

Session 5

CAREER EDUCATION PROPOSITIONS

- **It is an extension from early childhood through the retirement years.**
- **It focuses on the full development of all individuals.**
- **It provides the knowledge, skills, and understandings needed by individuals to master their environment.**
- **It emphasizes daily living, personal-social, and occupational skills development at all levels and ages.**
- **It encompasses the total curriculum of the school and provides a unified approach to education for life.**
- **It is a life centered approach which focuses on the total life roles, settings, and events and their relationships which are important in the lives of individuals, including those that pertain to work.**
- **It encourages all members of the school community to have a shared responsibility and a mutual cooperative relationship among the various disciplines.**
- **It includes learning in the home, private and public agencies, and the employment community as well as in the school.**
- **It encourages all teachers to relate their subject matter to its career implications.**

CAREER EDUCATION PROPOSITIONS (Continued)

- **It includes basic education, citizenship, family responsibility, and other important education objectives.**
- **It provides for career awareness, orientation, exploration, and skills development at all levels and ages.**
- **It provides a balance of content and experiential learning, permitting hands on occupational activities.**
- **It provides a personal framework to help individuals plan their lives including career decision making.**
- **It provides for the acquisition of a saleable occupational entry level skill upon leaving high school.**
- **It is a life long education based on principles related to total individual development.**
- **It actively involves the parents in all phases of education.**
- **It actively involves the community in all phases of education.**
- **It encourages open communication between students, teachers, parents, and the community.**

TRANSPARENCY 3

Session 5

CURRICULUM AREA AND COMPETENCY

Daily Living Skills

1. **Managing Family Finances**
2. **Selecting, Managing, and Maintaining a Home**
3. **Caring for Personal Needs**
4. **Raising Children, Enriching Family Living**
5. **Buying and Preparing Food**
6. **Buying and Caring for Clothing**
7. **Engaging in Civic Activities**
8. **Utilizing Recreation and Leisure**
9. **Getting Around the Community**

Personal-Social Skills

10. **Achieving Self Awareness**
11. **Acquiring Self Confidence**
12. **Achieving Socially Responsible Behavior**
13. **Maintaining Good Interpersonal Skills**
14. **Achieving Independence**
15. **Achieving Problem Solving Skills**
16. **Communicating Adequately with Others**

Occupational Guidance and Preparation

17. **Knowing and Exploring Occupational Possibilities**
18. **Selecting and Planning Occupational Choices**
19. **Exhibiting Appropriate Work Habits and Behaviors**
20. **Exhibiting Sufficient Physical and Manual Skills**
21. **Obtaining a Specific Occupational Skill**
22. **Seeking, Securing, and Maintaining Employment**

K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
DAILY LIVING SKILLS
PERSONAL-SOCIAL SKILLS
OCCUPATIONAL GUIDANCE & PREPARATION
Career Awareness
Career Exploration
Career Preparation & Placement
Adult & Continuing Education
Satisfying Career Life Style

RESOURCE MATERIALS

Session 5

CAREER EDUCATION FACTS AND CONCEPTUALIZATION

Facts About Career Education?

- It is a movement stimulated by former US Office of Education Commissioner Sidney Marland in 1971 as a priority in education.
- The Educational Act of 1974 authorized funds specifically for career education purposes, created an Office of Career Education within the US Office of Education, and created a National Advisory Council on Career Education to make recommendations to Congress.
- Opinions range from those who view it as primarily a work centered focus to those who view it as a life centered focus.
- Many view it as only part of education; others believe it should be all of education.
- Many view it as appropriate for only some students; others stress its importance for all people at all educational levels.

What Is the Life Centered Definition/Conceptualization of Career Education?

- "It is all of education; systematically coordinating all school, family and community components to facilitate each individual's potentials for economic, social, and personal fulfillment" (Brolin, 1974).
- It is a life centered approach to education, preparing each individual for total living, not just working.
- It is *not* a new name for vocational-technical education—it is much more.
- It does *not* replace traditional subjects and is *not* a separate curriculum or subject.
- It focuses on the lifespan of individuals.
- It requires the full use of all appropriate resources in the community (Gysbers, 1975).
- It should be competency based, requiring students to learn and leave the school system with at least 22 major career education competencies organized into three primary areas—Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation.

REFERENCES

Brolin, D. *Preparing retarded in career education. Working paper No. 1.* Columbia: Project PRICE, University of Missouri, 1974.

Gysbers, N. Career education. In D. E. Brolin (Ed.), *Proceedings of Project PRICE trainer's workshop. Working paper No. 5.* Columbia: Project PRICE, University of Missouri, 1975.

WORKSHEET

Session 5

DEFINITION OF CAREER EDUCATION

Listed below are three commonly held conceptualizations of career education. We would like your group to read all three definitions and then go through the brainstorming and consensus forming process. Indicate what your group believes to be the most appropriate definition and why you feel this way.

Definition 1: Career education is synonymous with vocational education.

Definition 2: Career education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

Definition 3: Career education is a systematic approach to assisting individuals in learning how to live effectively and make a living, i.e., a life centered approach to education—one that encompasses all of education.

We Believe that the most appropriate definition of career education is:

We Believe that this is the most appropriate definition/conceptualization because:

EVALUATION FORM

Session 5

PARTICIPANT SESSION EVALUATION FORM

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 5 was: ____excellent; ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the fifth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Interpreting how to apply career education concepts in your local school setting.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Recognizing the major career education competencies needed by handicapped students.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Expressing the various differences in local, state, and national definitions of career education.	____much ____some ____little	____much ____some ____little	____much ____some ____little
8. Defining the life centered conceptualization of career education.	____much ____some ____little	____much ____some ____little	____much ____some ____little
9. Comprehending how life centered concepts can interact or be interfaced with your local school career education philosophy.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

School _____

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OVERVIEW

Session 6: Instructional Strategies

Goal: Identify appropriate instructional strategies for use with handicapped students in regular classes.

Objectives: The participants should be able to:

1. Use no-risk strategies in the classroom.
2. Identify special learning characteristics and needs of handicapped students.
3. Identify various teaching strategies that are effective with these students.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	10 minutes	Trainer
Name and Motto	Small Group Activity and Report	15 minutes	Trainers
Instructional Strategies	Small Group Activity	35 minutes	Trainers
Instructional Strategies	Small Group Reports	35 minutes	Participants
Questions and Answers	Large Group Discussion	10 minutes	Trainer
		1¾ hours	

MATERIALS/RESOURCES NEEDED

1. Poster paper, felt tip magic markers, tape.
2. Resource Materials for Session 6.
3. Session 6 evaluation forms.

PREPLANNING ACTIVITIES

1. Thoroughly read and review resource material, describing appropriate classroom instructional strategies.
2. An alternative or additional session could be scheduled, demonstrating appropriate classroom instructional strategies on videotape. If an alternative session is used, videotaping arrangements will be required.

CONSIDERATIONS

1. If this session is the beginning of a new workshop, be sure to include introductory remarks, e.g., welcome new participants, make group assignments, and mention any other details.
2. Explain to the participants that due to the extensive amount of subject matter to be covered in this session, it will be up to them to read the resource material on their own time. The purpose of this session is to make participants aware of the material which exists in the resource material on:
   - Teaching Considerations.
   - Classroom Behavior Management.
   - Classroom Organization and Management.
   - Teaching Strategies.
   - Specific Examples of Individualized Instruction Practices.
   - Ninety-Nine Ways To Be Positive.
   - Creating a Positive Learning Environment for All Children.

ROLE OF TRAINER

1. The trainer for this workshop should be an individual who is thoroughly familiar with the topics and materials covered in this session.
2. Other trainers remain in their groups, answer questions, and offer assistance which will contribute to the success of the session.

DIRECTIONS

Session 6

INSTRUCTIONS: LARGE GROUP PRESENTATION (10 minutes)

1. Explain the session goal and objectives.
2. Explain to the participants the following points:

> - Student oriented strategies are on a continuum which goes from no risk to risk taking.
> - It is essential to build trust and successes into activities, because students with learning problems have repeatedly experienced failure and frustration.
> - Students must:
>   - Have some successes in order to be motivated.
>   - Gain confidence in themselves.
>   - Be invited to participate.
>   - Be allowed to actually participate without threat of being singled out or embarassed.
>   - Develop ability to participate in risk taking activities gradually through succeeding in many no risk activities.
> - In Session 2, brainstorming and consensus forming activities were discussed and practiced. These two techniques are excellent nonthreatening activities. There are other group work strategies to use in regular class settings.
> - The group setting provides a nonthreatening atmosphere where eventually students will join together and work on assignments.

3. Announce that each group will experience a nonthreatening activity which involves selecting a name and motto to represent that group.
4. Inform the participants that more no risk activities will be included in future workshop sessions.

NAME AND MOTTO: SMALL GROUP ACTIVITY AND REPORT (15 minutes)

1. Using the brainstorming technique, have each group select a name and a motto to represent their group. Post the name and motto on a large sheet of paper when task is completed.
2. Trainer should call time at 10 minutes and ask each group to explain its choice. Generally this is a rather light, humorous experience.

INSTRUCTIONAL STRATEGIES: SMALL GROUP ACTIVITY (35 minutes)

1. The trainers should set the mood for this activity.
   - Explain that individuals have different learning styles; therefore, it is a good practice to have a variety of teaching methods from which to choose.
   - Emphasize various considerations and learning characteristics of slow learning students.
   - Explain that the following small group activity will focus on teaching strategies, but participants should try to be conscious of characteristics and learning styles unique to educable retarded students.
   - Stress that there is no "bag of tricks" which will automatically change the classroom, but the strategies experienced in the small group sessions should render assistance to the classroom teacher.
2. Each trainer will select an important teaching strategy which s/he feels is not being widely used by classroom teachers. The trainer will then discuss the strategy with a small group interested in being involved with that strategy.

   Note: Small groups should be comprised of members who are not familiar with the instructional strategies and wish to gain additional competency in using the strategy.

   Examples of strategies:
   - Discussion groups.
   - Learning packages.
   - Peer tutoring.
   - Videotape.
   - Role playing.
   - Simulation.
   - Contract teaching.
   - Learning centers.
   - Panel presentations.
   - Demonstrations.
   - Projects.
   - Individualizing instruction.
   - Gaming.
   - Any other appropriate instructional strategies.

   Note: Trainers must do extensive research and preparation prior to the session so they will be knowledgeable about the strategy chosen and the characteristics of the handicapped learner. Before developing an instructional strategy in the small group, ask participants to refer to the Teaching Considerations in the resource material.
3. Each small group should decide on a problem or concept to be taught, and then use the selected instructional strategy to present that problem or concept.
4. The strategy can be simulated, demonstrated, or explained by involving the entire group during the time period for small group reports. Each group is responsible for making an effective presentation to the entire workshop audience.
5. Trainers should emphasize the importance of quality during the group presentation. This emphasis should increase the probability that participants will

internalize the strategy and use it in their classrooms.

6. Points to consider during the presentation should include: proper use of the strategy, strong points, weak points, preliminary planning, correct sequencing of events so the strategy achieves its purpose, etc.

INSTRUCTIONAL STRATEGIES: SMALL GROUP REPORTS (35 minutes)

1. Ask for each small group to make its presentation.
2. Ask for questions and reactions from the audience after each presentation.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (10 minutes)

1. Ask for questions or comments about various instructional strategies.
2. Mention the following points:
   - Incorporating new strategies requires time, preparation, and determination to make the new approach a success.
   - Handicapped students require individual attention and individualized instruction.
   - Alternative approaches can be carried on within a regular classroom.
   - Additional personnel assistance might be needed when teaching students with learning problems.
3. Identify a number of instructional activities which are beneficial for the three competency domains specified by the Life Centered Career Education approach (Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation). Refer to Chapter 3, Competency Units, in *Life Centered Career Education: A Competency Based Approach.*
4. Explain that it is not possible to provide workshop time to review all of the resource materials. This session is intended to create participant awareness about possible instructional strategies.
5. Have participants quickly review the following topics and readings in the resource materials.
   - Teaching Considerations.
   - Classroom Behavior Management.
   - Classroom Organization and Management.
   - Teaching Strategies.
   - Specific Examples of Individualized Instructional Practices.
   - Ninety-Nine Ways To Be Positive.
   - Creating a Positive Learning Environment for All Children.
6. Request additional questions or comments about various instructional strategies.
7. Summarize the major points of this session.
8. Complete Session 6 evaluation form if appropriate.

RESOURCE MATERIALS

Session 6

TEACHING CONSIDERATIONS*

Learning Characteristics of Educable Retarded Students

- Concepts being taught should be meaningful and familiar.
- Overlearning the material helps in later retention.
- Too many failure experiences result in not learning material that actually is possible to learn.
- There is an expectancy to fail in students due to numerous past failures.
- Many retarded students can learn complex and intricate motor skills.
- Problems in learning new tasks can often be overcome through repetition and practice.
- Handicapped learners need a great deal of encouragement, positive reinforcement, and patience in order to learn new tasks.
- Students often have a problem in transferring learning from one activity to another.
- Students often have difficulty in keeping their attention on task, but this can be corrected.
- Many handicapped students do poorly under pressure, such as during testing.
- Not too much material should be presented at one time.
- It helps to incorporate motivational factors into the learning activity (e.g., progress charts, praise, special rewards, etc.).

Teaching Considerations

- Tasks should be simple. New tasks should contain the fewest possible elements, and most of the elements should be familiar, so the learner has very few unknowns to learn.
- Tasks should be brief. This assures that the learner will attend to the most important aspects of the tasks and not get lost in a sequence of interrelated events.
- Tasks should be sequentially presented so the learner proceeds in a sequence of small steps, each one built on previous tasks.
- Each learning task should be the kind in which success is possible. One of the major problems to overcome is that of failure proneness. This major deterrent to learning can be effectively reduced through success experience.
- Overlearning must be built into the lessons. Drills in game form seem to lessen the disinterest inherent in unimaginative drill.
- Learning tasks should be applied to objects, problems, and situations in the learner's life environment. Unless the tasks are relevant, the learner has great difficulty in seeing their possible importance.

*Brolin, D. *Vocational preparation of retarded citizens.* Columbus OH: Charles E. Merrill, 1976.

Problems and Solutions

- For *short attention span,* provide short, well motivated sessions in a quiet area. A variety of meaningful materials should be ready to use. Give specific directions that are short and direct.
- For *slow reactions,* introduce concepts one step at a time. Reduce the number of questions.
- For *difficulty in attacking problems,* provide practical experiences. Show procedures. Have the learner explain and show procedures using all senses.
- For *difficulty in analyzing problems,* limit the number of variables. Use basic words. Examine the consequences of an outcome. Role play problems.
- For *limited ability to generalize,* use concrete experiences involving senses. Use things instead of abstract ideas.
- For *value judgments,* use role play situations, etc., to clarify values.
- For *memory,* recall past experiences when learning new concepts. Use practical examples and only the bare essentials.
- For *poor work habits,* plan with the learner one step at a time. Have routines clear. Give clear and simple assignments and directions. Use visual aids whenever possible.
- For *frustration,* practice a positive approach and be realistic in requests and encouragement. Give directions slowly. Show what is wanted. Provide outlets for expressing feelings. Use praise often.

CLASSROOM BEHAVIOR MANAGEMENT*

What Is Behavior Analysis?

- It is a clearly defined, step by step procedure that teachers can learn to use in bringing about improvements in their students' achievement and behavior.
- The strategy for change is always developed from a careful assessment of the current environment.
- Classroom events are structured in advance so that students will succeed and earn rewards that are provided.

What Is Assumed?

- That behavior is learned.
- That environment determines which behaviors will be rewarded and which will be punished.
- That behavior can be changed by changing the environment.

*Goodwin, D., and Coates, T. *Helping students help themselves, how you can put behavior analysis into action in your classroom.* Englewood Cliffs NJ: Prentice-Hall, 1976.

What Is the Process?

- Select a particular behavior for change.
- Observe carefully the classroom events that are usually present when that behavior occurs.
- Develop and implement a plan of action based on those observations.
- Evaluate the results of that plan.

What Are Some of the Basic Principles?

- Be consistent.
- Reinforce.
- Work with one behavior at a time.
- Plan steps to increase student cooperation with the plan.
- Count target behavior and modify the strategy if necessary.

CLASSROOM ORGANIZATION AND MANAGEMENT

What Is Organization and Management?

- Organization refers to the structure of the class, the size of groups, and their arrangement for different instructional strategies.
- Management refers to the plan by which the teacher will facilitate the learning activities.
- The organizational structure and the plan of action are not mutually exclusive, rather they are interrelated. For example, a teacher decides to organize her class into six small groups, using the brainstorming activity. During this activity the teacher will move from group to group checking to see that each group is on target.

How Can Students Be Grouped for Instruction?

- Individually: The student is working alone after directions have been given and it is clear to the student what the instructions are, i.e., working with audiovisual equipment, reading, writing, gaming, etc.
- In dyads: Two students work together—one may be helping and instructing the other or they may be working together in a team effort, i.e., modeling, role playing, working on projects or hands on activities, peer tutoring, etc.
- Small groups: There are a variety of activities which may take place in small groups (3-6 students), i.e., discussions, brainstorming, problem solving, reporting, projects, gaming, etc.
- Large group: The entire class is discussing a topic or collectively working as a group, i.e., demonstrations, discussions, exercises, brainstorming, gaming.

General Considerations

- Proceed slowly from structured situations to less structured situations.
- Do not wear out a favorite technique—use a variety.
- Establish rapport and nurture discipline before attempting a different organizational structure.

Individually

- Be sure instructions and tasks are clear.
- Set a reasonable time limit.
- Select a good environment.
- Be available for requests for help.
- Make sure that students of all ability levels work independently, in order to insure that handicapped students are not singled out because they are working independently.
- Discuss with the entire class some alternative ways to handle any difficulties they encounter.
- Establish time limits for completion of tasks.

Dyads

- Carefully assign two students to work together.
- Be sure instructions and tasks are clearly understood.
- Offer assistance if needed.
- If the dyad is to be a peer tutor relationship then the teacher must
  - Carefully select an appropriate tutor.
  - Discuss responsibilities with the peer tutor.
  - Discuss goals and objectives with the peer tutor.
  - Discuss instructional plans with the peer tutor.
  - Have an evaluation session with the peer tutor.
  - Plan followup sessions with the peer tutor.
- Select a good environment where the dyad can work undisturbed, i.e., a learning center, resource table, another close location, etc.

Small Group

- Teacher should instruct students in discussion techniques before initiating the use of small groups.
  - Keep noise level at a minimum.
  - Establish low voice communication.
  - Make group members responsible for each other.
  - Listen to each member of the group.
  - Accept other opinions.
  - Try to remain open minded—closed minds go nowhere.
  - Keep on task.
  - Be brief, give everyone a chance to talk.
  - Jot down major points, solutions, or lists discussed.
  - Bring closure to a topic.
- Teachers' responsibilities include the following:
  - Do not use small groups without preparation.
  - Demonstrate a successful small group discussion.
  - Students and teacher should participate as members of the group.
  - Develop a "we" atmosphere among class members.
  - Maintain composure—do not yell "get quiet" or "shut up."
  - Always discuss with students the goals and objectives of the small group each time the activity is used.
  - Carefully assign group members to work together.
  - Move from group to group without spending too much time with any one group.

TEACHING STRATEGIES

Brainstorming

This activity is done in small groups (no more than five) in a class. The purpose is to collect ideas, suggestions, etc., relative to the topic being discussed. The rules of brainstorming are: all ideas are accepted, no negative comments can be made, and quantity is important. A representative of each small group could report back to the entire class what the group came up with. Since any and all suggestions are accepted, it is a no risk class activity that educable retarded students can participate in.

Consensus Forming
Groups working as a team arrive at a consensus about an issue they are discussing. Slower students learn from hearing other students discuss the topic, and if the situation is relaxed and the rapport is good, they may feel free to participate in the discussion.

Role Play
All students can learn from acting out situations in which they have an opportunity to try out new roles without real life consequences *or* to test ways they might handle a certain situation. Role playing is helpful in having students view opinions other than their own. It is a good way to show alternatives to situations. All students may participate in this activity.

Visual Aids
Whenever possible, films, filmstrips, transparencies, cartoons, pictures, objects, etc., can be used for supplementary materials. Visual images help retarded students remember and recall things more easily. Visual aids can hold the class attention to the topic at hand.

Guest Speakers
Inviting speakers into the class from the community, agencies, industry, families, etc., to offer expertise and additional information about a topic can help relate academic matters to the real world. Students need to see the direct relationship between school and life. It can provide the motivation they need to attain required competencies. Guest speakers usually hold the interest of all students.

Tours/Field Trips/Visits
Relevance is a key word in education today. Through tours, field trips, or visits (semantics depend on the site of the visitation) a teacher may show the class what concept s/he is teaching. This is often a good culminating activity for a unit.

Discussion
Class discussions or group discussions can provide reinforcement, repetition, and explanation of a topic which may be difficult for a slow learner to conceptualize or comprehend. Any further discussion lending additional information may make the concept clearer.

Demonstration
If it is possible to demonstrate *any part* of a concept that is being taught, it should be done. Demonstrations make abstract concepts concrete. Some students may be able to demonstrate to a teacher that they understand a concept, even though they may not be able to write down the required answer on a quiz.

Explanation
Teachers should always attempt to explain each concept they are trying to teach. Relevance, simplicity, and vocabulary are important in making explanations. Another student may, at times, do a better job of explaining something to a retarded student than the teacher.

Questions and Answers
Retarded students are often reluctant to ask questions particularly in an integrated class. Even if a teacher encourages questions and is willing to take the time to answer questions it may not be enough. To get around this problem, the teacher can assign a panel of students (i.e., three students) to ask questions about material that they believe may be unclear to their classmates. That is, they would represent the class and propose questions which the class, in general, may need to have answered.

Recitation
Some handicapped students may be uncomfortable reciting in front of the class, but hearing from others can reinforce concepts or serve to review missed information. There are students who are happy to recite individually or as a part of a group.

Review Material
It is important to remember that retarded students may not remember material as easily as other students. Therefore, reviewing is a necessity. A teacher may wish to put material on a tape cassette the first time it is presented, then a student could listen and review the presentation as needed. Some form of review is highly desirable.

Hands On Activities
Any activity which makes learning a concept concrete is an excellent teaching tool—especially for slow learners. Hands on activities may be individual or group in nature; that is, students may work on an activity by themselves or with others. If the teacher decides to use a group activity, selection of group members is essential. Instructions for the hands on activity must be clear. Demonstrations and explanations are important here.

Oral Reports
Oral reports can be used to teach new material or review past material. Planning and preparing reports is a good teaching tool. It is good for slow learners to recognize their contributions to the preparation of oral reports.

Peer Tutoring/Buddy System
Identifying a student who is capable and willing to assist other students is important. Maturity should be a consideration. Knowledge of personalities and talents is basic here. Pairing off reduces threat and can instill confidence, reduce distractions, and provide an individual with the attention needed to help a retarded student. Explicit instructions to the tutor, and planning and feedback to the helper can be very beneficial. There are numerous factors to consider in using the buddy system, but it is one of the *most* effective and practical tools mentioned.

Practice
The more opportunities provided to a retarded student to practice higher learned concepts, the better the chance of the student retaining the skill. Practice can be using the concept in a variety of ways to keep the task from getting dull. For example, in practicing the physical-manual skills a number of activities could be used to achieve the desired goal.

Lecture
Lecturing is probably the most overused form of teaching but it is potentially one of the best. The success of this form of teaching relies on the lecturer's presenting his/her point clearly, enthusiastically, quickly, and without complexities which may confuse the issue. If the teacher

is enthusiastic and positive about the topic, it may be the motivation retarded students need to learn.

Panel
When three or more students study a particular topic they can explain, demonstrate, comment, report, etc., on the subject. As a panel they pool their talents and can effectively be learning through studying a particular topic and teach others the results of their own learning. Panels offer retarded students a chance for participation, success, and accomplishment. Teachers may want to assign panel members who can work effectively together.

Simulations
Simulating a situation is much like role playing. It provides retarded students an opportunity to watch other students act out a situation they might find themselves in someday. By simulating circumstances and working out solutions to problems in those circumstances, learning takes place. Retarded students need not just watch and listen, they may also participate. The teacher must select students wisely for simulations and role playing.

Games
Use any games which will offer practice, reinforcement, or application of a concept. Games provide a break from routine class activities and can be a reward or a motivator as well as a learning tool.

Learning Packages
The general format for a learning activity packet usually includes: (a) rationale, purpose, or goal; (b) behavioral objectives; (c) general directions; (d) required materials; (e) pretest or assessment; (f) learning activities, required or optional; and (g) evaluation or posttest. These packages are time saving for the teacher. They can save valuable planning time. Peer tutors can use them with retarded students in a regular class.

Interviews
Interviewing any person who can shed light on a subject can be beneficial for the entire class. Different people using different vocabularies and different approaches, a new face, and a new voice can add vigor and life to the humdrum of daily routine. Teachers using classroom interviews find them a good way to utilize community resources.

Projects
Activities which take more than two class periods can be called projects. They are extended activities related to a single topic and may integrate several concepts. Projects may be attacked and completed in groups of two or three students or individually. A variety of projects may be used by students in the same class. This gives retarded students a chance to participate and succeed on an equal basis with the rest of the class.

Contract Teaching
The use of contracts with retarded students in an integrated class is a good way of individualizing the learning activities to meet *all* students' needs. Provide a list of choices (more than needed); teacher and student select five of the potential activities together and sign a contract specifying the time element, grade stipulations, and any other considerations the two feel should be included. This type of contract means that the objectives and activities are clear to both the student and teacher. Retarded students, as well as other students, are then competing only with themselves.

Family Reinforcement Activities
The best example for family involvement is teaching family finances. By helping the youngster use an allowance or prepare food by actual hands on activity in the home and reinforcing a job well done, children acquire self confidence. The list is endless! Families have so much to contribute. As a teacher, use this valuable resource, call parents, send them a newsletter—let them know what you're working on in the classroom. Maybe they'll help!

Learning Centers in Classrooms
These centers are interest areas located in specific areas of the classroom. They can have everything from A to Z about a topic. Include in learning centers books of low vocabulary that retarded students can read, books with attractive pictures on the topic (pictures are often worth a thousand words), a tape recorder and earphones to listen to without disturbing others, a filmstrip and projector—any and all elements which could teach. Teacher creativity here is the key.

Media
Use newspapers, radio, television, videotaping, etc. Any alternative way of presenting a concept to students is worthwhile. Everyone likes the variety that media offers. All students, handicapped and nonhandicapped, have different learning styles and the various media offer assistance to a variety of styles.

SPECIFIC EXAMPLES OF INDIVIDUALIZED INSTRUCTIONAL PRACTICES*

Materials
- Activity centers.
- Teacher made materials, manufactured materials, charts, posters, bulletin boards.
- Course outlines for advanced students who can proceed at a more rapid pace.
- Interest centers in the classroom.
- Student selected reading materials.
- Reading material at several levels of difficulty in a variety of subject areas.
- Various audiovisual aids readily available for student and teacher use.

Instructional Activities
- As much (or more) student talk occurs as teacher talk.
- Discussion takes place in class using students' skills.
- Dramatization is used as a form of creative expression, such as a simulated television program.
- Individual and small group projects are planned.
- Opportunity is given for self expression.
- Media are used as means of self expression and communication.

*Musgrave, G. R. *Individualized instruction: Teaching strategies focusing on the learner.* Boston: Allyn & Bacon, 1975.

- Private teacher-pupil and teacher-parent conferences are held.
- Opportunities are provided for students to work in committees.
- Pupils are encouraged to be self evaluators.
- Pupil interaction is encouraged.
- Sharing of interests within class is encouraged.
- Opportunities are given for students to assist one another.
- Small group conferences are held.
- Small group cohesiveness is nurtured by the teacher's interaction with groups; competition and collaboration among groups are encouraged to provide choices and balance in interaction.
- Students plan ways to achieve goals.

Organization: Time and Space

- Ability and achievement grouping within a class.
- Flexible grouping of students for reinforcement of skills.
- Flexible program planning.
- Flexible room arrangement suited to instructional needs.
- Grouping based on testing program results.
- Independence and dependence grouping arrangements.
- Pupil self direction, pupil self discipline.
- Student interest grouping within a class.
- Students with physical handicaps seated advantageously for needs.
- Pupil given time to pursue his/her own interests.
- Use of coordinated programs.
- Varied time allotments to meet individual needs.

Instruction

- A variety of evaluation instruments and techniques are used in both pre- and postassessment.
- Differentiated lesson plans and homework are used.
- Frequent teacher-pupil evaluation of behavior and work plans is undertaken.
- Flexibility is built into class procedures to allow teachers to capitalize on unexpected learning situations.
- Individual assistance is given in and out of class.
- Individual encouragement is given.
- Individual evaluation is made.
- Individual files of work samples are kept on each student.
- Individual reports, oral and written, are given.
- Learning activities are related to abilities, interests, and needs of children and whenever possible applied to out of school activities.
- Open ended assignments are made.
- Problem solving techniques are used cooperatively by pupil and teacher in planning, solving problems, and evaluating.
- Teacher provides real experiences (field trips, experiments, etc.).
- Realistic challenges are offered to students who desire to strive for higher achievement.
- System of individual evaluation is used in grading.
- Teacher and pupils cooperate in selecting problems and materials pertinent to the unit of work.
- Teacher asks more than tells.
- Teacher has a genuine interest in pupil's background experiences to aid in the learning situation.
- Teacher respects student initiative and uses consistency in planning and problem solving.
- Teacher and students participate in lesson planning.
- Teacher uses interest inventories.
- Tests are structured to insure some measure of success for each student.
- Teacher uses experience charts.
- Teacher uses unit teaching and patterns in learning.
- Teacher uses student experiences in classroom situations.
- Teacher uses variety of questioning techniques to draw on students' thinking and to develop related skills.

CREATING A POSITIVE LEARNING ENVIRONMENT FOR ALL CHILDREN*

The classroom should be a pleasant and productive environment for *all* children. Every child must be aware of the teacher's expectations; must understand classroom *rules* and *routines;* feel *included* in the classroom activities; and experience *success.*

Expectations and Consistency

- Use a few concrete classroom rules.
- Clearly state rules each day.
- Standard procedures should provide children with a feeling of security, an ability to predict what is going to happen next, and an environment in which they can perform at optimum levels.
- Be flexible—do not ignore teachable moments.

Including All Children in Activities

- Classrooms are places where children are given the opportunity to learn and practice new academic and social behaviors.
- Group activities are needed.
- Total class participation may be fostered by asking specific children questions, reinforcing comments from children who rarely respond, not tolerating scapegoating, and modeling for all students how to accept each other as individuals.
- Utilize cross academic level grouping whenever possible.

Insuring Success

- Individuals must experience accomplishment in order to grow.
- Going to school for children is like going to work for adults.
- Insure success for all children by assessing children's skills, providing instructional material appropriate for each child, reinforcing correct performance, and altering the instructional plans when needed.

Teaching Handicapped Children in Regular Classes

When children succeed in a friendly, warm environment, they feel good about themselves and their surroundings, which is what school is *all* about.

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*Lowenbraun, S. L., and Affleck, J. Q. *Teaching mildly handicapped children in regular classes.* Columbus OH: Charles E. Merrill, 1976.

RESOURCE MATERIALS

Session 6

NINETY-NINE WAYS TO BE POSITIVE

- That kind of work makes me very happy.
- Congratulations!
- You've got it made.
- That's right!
- That's good.
- You are very good at that.
- That's a good (boy-girl).
- You're on the right track now!
- That's really nice.
- That's very much better!
- Good work!
- Now you have it!
- You're really working hard today.
- Exactly right!
- Good for you!
- Good going!
- That's the best you have ever done.
- Wow!
- Great!
- I knew you could do it.
- That's quite an improvement.
- Excellent!
- Nice going.
- That's the way!
- I think you've got it now.
- You did it that time!
- Terrific!
- That's the best ever.
- That's better.
- You've got your brain in gear today.
- Far out!
- You really make my job fun.
- Now you've figured it out.
- Marvelous!
- You haven't missed a thing.
- It's a pleasure to teach when you work like that.
- You're doing fine!
- That's it!
- Way to go!
- Good job, (name of student).
- Super!
- You remembered!
- That's coming along nicely.
- I'm very proud of you.
- I'm happy to see you working like that.
- You're doing a good job!
- I'm proud of the way you worked today.
- You've just about got it.
- That's it!
- Perfect!
- You make it look easy.
- Keep working on it, you're getting better.
- Tremendous!
- Couldn't have done it better myself.
- You're getting better every day.
- I've never seen anyone do it better.
- Wonderful!
- You did that very well.
- You've just about mastered that!
- Keep it up!
- Outstanding!
- Now that's what I call a fine job.
- Right on!
- You're doing beautifully.
- I like that.
- Superb.
- That's the right way to do it.
- Nothing can stop you now!
- Sensational!
- That's not half bad!
- Much better.
- Keep up the good work.
- Not bad.
- Nice going.
- You're really going to town!
- That was first class work.
- That's the way to do it!
- Fantastic!
- That's great.
- That's better than ever.
- You must have been practicing!
- Good remembering!
- You're really improving.
- You are doing that much better today.
- Good thinking!
- Keep on trying!
- You've got that down pat.
- You outdid yourself today!
- You are really learning a lot.
- Fine!
- You are learning fast.
- You got *(number of behaviors)* right!
- You did a lot of work today!
- Well look at you go!
- Now you have the hang of it!
- You certainly did well today.
- Good for you!
- Now you've figured it out.
- Groovy!

EVALUATION FORM

Session 6

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 6 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the sixth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competence*
5. Distinguishing how to use no risk strategies in the classroom.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Identifying various learning characteristics of students with mild retardation.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Recognizing the significant educational needs of these students.	____much ____some ____little	____much ____some ____little	____much ____some ____little
8. Learning several new effective teaching strategies.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

School _____

OVERVIEW

Session 7: Competency Units

Goal: Familiarize participants with the concept of Life Centered Career Education Competency Units (CU) and the use of *Life Centered Career Education: A Competency Based Approach.*

Objectives: The participants should be able to:

1. Use CU concepts within a regular classroom setting.
2. Develop a competency unit for one of the life centered subcompetencies, appropriate for use in a regular classroom.
3. Acquire competence in using *Life Centered Career Education: A Competency Based Approach.*

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Competency Units	Large Group Presentation	20 minutes	Trainer
CU Development	Small Group Activity	35 minutes	Trainers
CU Development	Small Group Reports	10 minutes	Trainers
Life Centered Career Education: A Competency Based Approach	Large Group Presentation	15 minutes	Trainer
Questions and Answers	Large Group Discussion	10 minutes	Trainer
		1½ hours	

MATERIALS/RESOURCES NEEDED

1. Overhead projector and screen.
2. Transparency and Resource Materials for Session 7.
3. Worksheet: Competency Unit Development.
4. Participants should have their copy of *Life Centered Career Education: A Competency Based Approach.*
5. Session 7 evaluation form.

PREPLANNING ACTIVITIES

1. Review Chapter 3, Competency Units, in *Life Centered Career Education: A Competency Based Approach.*
2. Be familiar with the overall format and content of *Life Centered Career Education: A Competency Based Approach.* Trainer will have to answer questions regarding this book during the session.

CONSIDERATIONS

1. If this session is to be the beginning of a new workshop, be sure to include introductory remarks, e.g., welcome new participants, make group assignments, and mention any other details.
2. It is important to emphasize that CU's are guidelines and suggestions to help trainers, teachers, parents, and community personnel find ways to assist students acquire specific life centered competencies and subcompetencies.
3. It is important to remember that the CU's contain suggested activities and are only examples and are not meant to be an exhaustive list of possible teaching strategies.
4. The CU's behavioral objectives are designed to match the behavioral criteria in the Competency Rating Scale.

ROLE OF TRAINER

1. Explain and assist participants in development of a CU.
2. Trainers remaining with their groups should assist in the development of a practice CU and familiarize their group members with content and use of *Life Centered Career Education: A Competency Based Approach.*

DIRECTIONS

Session 7

COMPETENCY UNITS: LARGE GROUP PRESENTATION (20 minutes)

1. Explain the session objectives.
2. Present the terms and concepts related to the competency unit approach to instruction.

Hand out Resource Materials.

Several terms are used to identify competency unit components.

The life centered approach to career education divides curriculum into three domains: Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation.

Each domain is divided into a number of general competency areas. There are 22 life centered career competencies in all.

General competencies are further broken down into 102 subcompetencies. It is at this level that specific skills, knowledge, and attitudes are described. The subcompetency is the element of curriculum material from which the competency unit is developed.

(Use Transparency 1)

Competency units contain three basic components: objectives, activities or strategies, and adult or peer roles.

Objectives identify the behavioral elements within each subcompetency. These objectives specify explicitly the small behaviors students are required to exhibit. As these objectives are combined, the students will be able to demonstrate that they have mastered a subcompetency. For example the subcompetency Identifying Money and Making Change would include a performance objective such as: The student will be able to identify various forms of currency by size and denomination.

Activities and strategies list actual techniques, ideas, processes, and tips helpful in assisting students acquire each subcompetency. For example, the subcompetency Making Change could include an activity such as: Have students construct displays or posters of money with magazine cutouts and pictures. This component should emphasize acquiring process procedures (a blend of skill, knowledge, and attitudes), rather than content (knowledge and information) alone or in isolation.

Adult and peer roles identify ways in which other persons can provide support. An example of this component could include having parents practice currency identification with students. The purpose of this component is to emphasize that students can really benefit from daily contacts with other students and adults.

CU DEVELOPMENT: SMALL GROUP ACTIVITY (35 minutes)

1. Discuss how the competency unit approach can be used in a regular class and mention that participants will develop a CU to provide a better understanding of competency based curriculum development.
2. Assign participants the task of developing a CU for one of the subcompetencies. Participants should form dyad/triad groups according to interest areas. Hand out the worksheet on Competency Unit Development to each group. Do not allow more than three members per group.
3. Participants may refer to the competency units in Chapter 3 of *Life Centered Career Education: A Competency Based Approach,* but should develop their own competency unit on a subcompetency of their choice.
4. The LEA should move around the room and assist with problems that may arise during this time. Each trainer should assist the dyad/triads formed by members of their small group.
5. Have participants develop a CU and hand it in at the termination of the workshop session.
6. The LEA should announce the minutes remaining in the session at 10 minute intervals to provide for efficient use of time.

CU DEVELOPMENT: SMALL GROUP REPORTS (10 minutes)

1. Have the work groups prepare to give a small group report concerning development of the CU, giving an example of a behavioral objective, a teaching strategy, and an adult/peer role activity.

USING LIFE CENTERED CAREER EDUCATION: A COMPETENCY BASED APPROACH: LARGE GROUP PRESENTATION (15 minutes)

1. Have the group review sections of the text as you briefly explain the various sections.
   - Chapter 1—Career Education
   - Chapter 2—Life Centered Career Education Curriculum (roles of school personnel, family, community agencies, and business/industry)
   - Chapter 3—Competency Units
   - Chapter 4—Instructional Materials
   - Chapter 5—Resources
   - Chapter 6—Student Competency Assessment and Planning for Individualized Education Programs

- Appendix A—Competency Rating Scale Manual
- Appendix B—Forms

2. Indicate that the CU's are guidelines or examples of approaches that might be used to facilitate the development of a given subcompetency in the various classes. Emphasize the following:
   - Each performance objective has suggested activities and strategies and adult/peer roles.
   - Materials and resources helpful in teaching the CU's can be found in Part 4, Instructional Materials. A brief description of the publisher and cost of the document is usually included.
   - Evaluation of the performance objectives is determined by the instructor; however, the Competency Rating Scale has been developed and directly relates to the performance objectives of each CU and could easily be used for this purpose.
3. Explain that participants were asked to go through the CU process to gain a better understanding of its content and use. It is more likely they will use CU's and the book after going through the process instead of just having them handed to them.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (10 minutes)

1. Ask if there are any questions or comments about the book.
2. Complete Session 7 evaluation form, if appropriate.

Domain: Daily Living Skills
Competency: I. Managing Family Finances
Subcompetency: 1. Identifying Money and Making Correct Change

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Identify various forms of currency by size and denomination.	• Students practice with authentic money. • Students construct money puzzles. • Students quiz each other with money flashcards. • Students construct displays or posters of money with magazine cutouts and pictures.	• Parents or peers practice currency identification with the student. • Parents or peers devise questions or games that allow the student to identify the varieties of currency from memory.
b. Count money in coin and bill denominations.	• Students devise buying/selling games using play money. • Students use structured money games (e.g., Monopoly). • Students count out varying amounts of play or real money to each other. • Class bulletin board demonstrates money in relation to numbers.	• Parents or peers give the student different denominations and ask for particular amounts in practice exercises. • Parents allow the student to count out the necessary amounts of purchases while shopping.
c. Make correct change from both coins and bills.	• Students operate a "store" and "bank" to practice making correct change. • Role play situations in which students must make change. • Class identifies all possible situations in which knowledge of changemaking would be important. • Field trip to a store, where students observe changemaking done by cashiers or the bank.	• Teller or cashier demonstrates skill in making change. • Parents allow students to give money to a salesperson for purchase, and receive and count change. • Parents or peers role play customer while student role plays clerk using real or play money.

Curriculum Area	Competency	Subcompetencies	
Daily Living Skills	1. Managing Family Finances	1. Identify money and make correct change	2. Make wise expenditures
	2. Selecting, Managing, and Maintaining a Home	6. Select adequate housing	7. Maintain a home
	3. Caring for Personal Needs	10. Dress appropriately	11. Exhibit proper grooming and hygiene
	4. Raising Children, Enriching Family Living	14. Prepare for adjustment to marriage	15. Prepare for raising children (physical care)
	5. Buying and Preparing Food	18. Demonstrate appropriate eating skills	19. Plan balanced meals
	6. Buying and Caring for Clothing	24. Wash clothing	25. Iron and store clothing
	7. Engaging in Civic Activities	28. Generally understand local laws & government	29. Generally understand Federal Government
	8. Utilizing Recreation and Leisure	34. Participate actively in group activities	35. Know activities and available community resources
	9. Getting around the Community (Mobility)	40. Demonstrate knowledge of traffic rules & safety practices	41. Demonstrate knowledge & use of various means of transportation
Personal-Social Skills	10. Achieving Self Awareness	43. Attain a sense of body	44. Identify interests and abilities
	11. Acquiring Self Confidence	48. Express feelings of worth	49. Tell how others see him/her
	12. Achieving Socially Responsible Behavior	53. Know character traits needed for acceptance	54. Know proper behavior in public places
	13. Maintaining Good Interpersonal Skills	58. Know how to listen and respond	59. Know how to make & maintain friendships
	14. Achieving Independence	62. Understand impact of behaviors upon others	63. Understand self organization
	15. Achieving Problem Solving Skills	66. Differentiate bipolar concepts	67. Understand the need for goals
	16. Communicating Adequately with Others	71. Recognize emergency situations	72. Read at level needed for future goals
Occupational Guidance & Preparation	17. Knowing & Exploring Occupational Possibilities	76. Identify the personal values met through work	77. Identify the societal values met through work
	18. Selecting & Planning Occupational Choices	82. Identify major occupational needs	83. Identify major occupational interests
	19. Exhibiting Appropriate Work Habits & Behaviors	87. Follow directions	88. Work with others
	20. Exhibiting Sufficient Physical-Manual Skills	94. Demonstrate satisfactory balance and coordination	95. Demonstrate satisfactory manual dexterity
	21. Obtaining a Specific Occupational Skill		
	22. Seeking, Securing, & Maintaining Employment	98. Search for a job	99 Apply for a job

3. Obtain and use bank and credit facilities	4. Keep basic financial records	5. Calculate and pay takes		
8. Use basic appliances and tools	9. Maintain home exterior			
12. Demonstrate knowledge of physical fitness, nutrition, & weight control	13. Demonstrate knowledge of common illness prevention and treatment			
16. Prepare for raising children (psychological care)	17. Practice family safety in the home			
20. Purchase food	21. Prepare meals	22. Clean food preparation areas	23. Store food	
26. Perform simple mending	27. Purchase clothing			
30. Understand citizenship rights and responsibilities	31. Understand registration and voting procedures	32. Understand Selective Service procedures	33. Understand civil rights & responsibilities when questioned by the law	
36. Understand recreational values	37. Use recreational facilities in the community	38. Plan and choose activities wisely	39. Plan vacations	
42. Drive a car				
45. Identify emotions	46. Identify needs	47. Understand the physical self		
50. Accept praise	51. Accept criticism	52. Develop confidence in self		
55. Develop respect for the rights and properties of others	56. Recognize authority and follow instructions	57. Recognize personal roles		
60. Establish appropriate heterosexual relationships	61. Know how to establish close relationships			
64. Develop goal seeking behavior	65. Strive toward self actualization			
68. Look at alternatives	69. Anticipate consequences	70. Know where to find good advice		
73. Write at the level needed for future goals	74. Speak adequately for understanding	75. Understand the subtleties of communication		
78. Identify the remunerative aspects of work	79. Understand classification of jobs into different occupational systems	80. Identify occupational opportunities available locally	81. Identify sources of occupational information	
84. Identify occupational aptitudes	85. Identify requirements of appropriate and available jobs	86. Make realistic occupational choices.		
89. Work at a satisfactory rate	90. Accept supervision	91. Recognize the importance of attendance and punctuality	92. Meet demands for quality work	93. Demonstrate occupational safety
96. Demonstrate satisfactory stamina and endurance	97. Demonstrate satisfactory sensory discrimination			
100. Interview for a job	101. Adjust to competitive standards	102. Maintain postschool occupational adjustment		

WORKSHEET

Session 7

COMPETENCY UNIT DEVELOPMENT

Domain:
Competency:
Subcompetency:

Objectives	*Activities/Strategies*	*Adult/Peer Roles*

EVALUATION FORM

Session 7

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 7 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the seventh session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Recognizing how to use CU concepts within a regular classroom setting.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Developing a CU for one of the life centered subcompetencies which is appropriate for use in a regular classroom setting.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Using *Life Centered Career Education: A Competency Based Approach* as an educational resource aid.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

School _____

OVERVIEW

Session 8: Resources and Materials

Goal: Familiarize participants with career education instructional resources and materials for use with handicapped students.

Objectives: The participants should be able to:

1. Identify resources and instructional materials available locally, as well as at the state, regional, and national levels.
2. Acquire knowledge regarding instructional materials developed for use with students with mild retardation.
3. Use Chapter 4, Instructional Materials, of *Life Centered Career Education: A Competency Based Approach.*

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	5 minutes	Trainer
Instructional Materials	Large Group Presentation	10 minutes	Trainer
Materials Display	Small Group Activity	25 minutes	Trainers
Questions and Answers	Large Group Discussion	5 minutes	Local educational advisor
		¾ hour	

MATERIALS/RESOURCES NEEDED

1. Materials for display.
2. *Life Centered Career Education: A Competency Based Approach.*
3. Session 8 evaluation form.

PREPLANNING ACTIVITIES

1. Review and collect an abundance of materials available locally which would be helpful in teaching the competencies.
2. Set up the materials in an easy to see display. Label the materials by domain—Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation—or by competency.
3. Prepare a demonstration using materials for the display area.
4. Read and review Chapter 4, Instructional Materials in *Life Centered Career Education: A Competency Based Approach.*

CONSIDERATIONS

1. It is important for participants to have the opportunity to preview materials already at their disposal.
2. Material displays should be set up for the entire period of the workshop so participants can browse at their own convenience.
3. Trainers can enhance the materials presentation by being on hand at the materials display to answer questions.

ROLE OF TRAINER

1. Instruct the participants on the content and possible uses of the *Life Centered Career Education: A Competency Based Approach.*
2. Trainers should collect materials which the schools already have that relate to the competencies.
3. Upon completion of use, trainers must return the materials to their original location.

DIRECTIONS

Session 8

INSTRUCTIONS: LARGE GROUP PRESENTATION (5 minutes)

1. Familiarize participants with goal and objectives of this session.

INSTRUCTIONAL MATERIALS: LARGE GROUP PRESENTATION (10 minutes)

1. Review with participants Chapter 4, Instructional Materials, in *Life Centered Career Education: A Competency Based Approach.* Point out how the resources are organized by subcompetency. Draw attention to the descriptions—especially regarding age or grade level, components, and price. (Note that the full address of each manufacturer and publisher is at the end of the chapter.)
2. Make sure participants are aware of any local resource or learning centers where they could go to either borrow or examine instructional materials.
   - Provide names and addresses of local centers.
   - If possible, provide a list of instructional materials available to participants.

MATERIALS DISPLAY: SMALL GROUP ACTIVITY (25 minutes)

1. Trainers should set up a materials display. The display may be set up in stations (Daily Living Skills, Personal-Social Skills, Occupational Guidance and Preparation) or as learning centers which focus on individual competencies. Appropriate display items include instructional materials, filmstrips, and audiovisual equipment.
2. Trainers should demonstrate some of the materials, as well as be available at each display to answer questions.
3. Participants should review the materials display and locate materials which would be helpful to them.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (5 minutes)

1. Ask for participants to express any questions or concerns regarding resources and materials.
2. Complete Session 8 evaluation form if appropriate.

EVALUATION FORM

Session 8

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. **The organization of Session 8 was: ____excellent, ____good, ____average, ____fair, ____poor.**
2. **The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.**
3. **The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.**
4. **Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.**

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the eighth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Discovering new educational resources.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Discovering new educational materials.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Acquiring knowledge about how to use the new instructional materials.	____much ____some ____little	____much ____some ____little	____much ____some ____little
8. Using Chapter 4, Instructional Materials, component of *Life Centered Career Education: A Competency Based Approach.*	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

School _____

OVERVIEW

Session 9: Personal-Social Skills

Goal: Identify and describe ways to assist handicapped learners acquire personal-social competencies.

Objectives: The participants should be able to:

1. Recognize the importance of the personal-social competencies in career education for these students.
2. Identify ways in which values clarification strategies can help these students acquire personal-social competencies.
3. Identify other techniques by which these students can acquire personal-social skills.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	5 minutes	Local educational advisor
Best Group	Small Group Activity	10 minutes	Trainers
Best Group	Small Group Reports	5 minutes	Trainers
Personal-Social Techniques	Large Group Presentation	30 minutes	Trainer
Case Studies	Small Group Activity	20 minutes	Trainers
Personal-Social Techniques	Small Group Reports	15 minutes	Trainers
Questions and Answers	Large Group Discussion	5 minutes	Trainer
		1½ hours	

MATERIALS/RESOURCES NEEDED

1. Overhead projector and screen.
2. Transparencies for Session 9.
3. Case Study Cards.
4. Resource Materials for Session 9.
5. Worksheets: 1. Weekly Inventory Sheet, 2. Personal-Social Case Study.
6. Session 9 evaluation form.

PREPLANNING ACTIVITIES

1. Read and review the resource materials on:
   - Role Playing.
   - Counseling Considerations.
   - Values Clarification Activities.
   - Values Clarification.
   - Curricular Adaptations.
2. Mount case study items on index cards. There must be one case study for each small group.

CONSIDERATIONS

1. If this session is to be the beginning of a new workshop, be sure to include introductory remarks, e.g., welcome new participants, make group assignments, and mention any other details.
2. The case study activity provides an opportunity to apply theory to actual cases.
3. It is important to acknowledge that personal-social competencies are helpful for all students but are often the most difficult to acquire.

ROLE OF TRAINER

1. Introduce various techniques of assisting the development of personal-social competencies.
2. The trainer must facilitate the case study for problem solving discussions.

DIRECTIONS

Session 9

INSTRUCTIONS: LARGE GROUP PRESENTATION (5 minutes)

1. Familiarize participants with the goals and objectives of this session.
2. Have each small group identify a spokesperson for the group. The spokesperson should display the ability to tell a series of half-truths concerning the quality of their group.

BEST GROUP: SMALL GROUP ACTIVITY (10 minutes)

1. Group members help the spokesperson plan the list of outstanding, superior group qualities.
2. This should be a light, humorous activity.

BEST GROUP: SMALL GROUP REPORTS (5 minutes)

1. Allow each spokesperson a maximum of one minute per presentation.
2. The LEA will judge the most effective speaker and declare a winner.

PERSONAL-SOCIAL TECHNIQUES: LARGE GROUP PRESENTATION (30 minutes)

1. Familiarize participants with the seven Personal-Social Competencies using Transparency 1.
2. Explain that among the various techniques available to facilitate the development of personal-social competencies in an integrated class, the following techniques are suggested:
   (Use Transparency 2.)
   - Modeling—imitating observed behavior.
   - Role playing, simulation, and dramatization—acting out and trying social behavior without consequences.
   - Counseling (individual or group)—working with an adult on a specific skill.
   - Gaming—using commercially made games to acquire personal-social skills.
   - Values clarification strategies—activities which examine choices, make decisions, and acquire knowledge of self.

   (Refer to the resource materials.)
3. Indicate that all individuals from the school, in the home, and in the community can provide assistance and support activities to handicapped learners in acquiring the Personal-Social Competencies.
4. Introduce the values clarification activity that participants can later use in the classroom to help students acquire personal-social competencies, achieve self awareness, and develop self confidence.

> This is a success oriented activity because there are no right or wrong answers. Everybody can participate. The purpose of this activity is to discover something about each person. Spelling is not important and no one will see it.

5. Hand out Worksheet 1. Weekly Inventory Sheet and give the following instructions:

> - This is an individual activity and no one will see it.
> - Each of you should write in the left hand corner five highlights of your week. (Allow time for them to do so before continuing.)
> - Each of you should write in the top right hand corner five people you have been in agreement with during the week. (Allow time.)
> - Each of you should write in the bottom left corner plans for the future (immediate or distant) you made during the last week. (Allow time.)
> - Each of you should write in the bottom right corner ways your highlights could have been improved. (Allow time.)

6. After going through this values clarification strategy and the Weekly Inventory, the trainer should ask the participants to answer these questions, to themselves, not out loud.

> - Was I surprised at any of my highlights?
> - Did I realize these were highlights at the time this occurred?
> - Did I agree with anyone I usually don't agree with?
> - Have I taken any steps toward making any of these plans a reality?
> - Next week will I make a special effort to set up my own highlights?

   Point out that this activity may be used in a variety of ways by merely changing the headings of the four parts to question some particular points a group leader may wish to make (i.e., teacher, participants, counselor, parent). Some teachers have asked their classes to do this activity every Friday for five or six weeks. It helps students see any progress they may have made. If the activity is conducted only once, it may or may not provide the student with some self awareness.
7. Ask if there are any questions or comments.

CASE STUDIES: SMALL GROUP ACTIVITY (20 minutes)

1. Each group will receive a different case study card describing a student with a personal-social problem.

   Note: Trainer should mount the case studies on individual index cards; see the case studies with the participants materials.
2. Have the small group identify, discuss, and prepare a demonstration of a technique which could be used to help the student as described in the case study acquire a personal-social skill. For example, if role playing is the technique chosen, then the small groups should demonstrate the way in which role playing can be used in the prescribed situation.
3. Encourage the group to use any methods they can identify, other than the techniques described in the presentation.
4. Hand out Worksheet 2. Personal-Social Case Study.

PERSONAL-SOCIAL TECHNIQUES: SMALL GROUP REPORTS (15 minutes)

1. Call for the groups to report their problem and demonstrate suggested solutions.
2. Emphasize these points:
   - The importance of personal-social skills.
   - The variety of approaches.
   - The overlapping with Daily Living Skills and Occupational Guidance and Preparation.
3. Ask for questions or comments.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (5 minutes)

1. Refer participants to the resource materials on Values Clarification and Values Clarification Activities.
2. Ask if there are questions.
3. Complete Session 9 evaluation form if appropriate.

TRANSPARENCY 1

Session 9

PERSONAL-SOCIAL SKILLS

- Achieving self awareness
- Acquiring self confidence
- Achieving socially responsible behavior
- Maintaining good interpersonal skills
- Achieving independence
- Achieving problem solving skills
- Communicating adequately with others

PERSONAL-SOCIAL TECHNIQUES

- Modeling
- Role playing, simulation, dramatization
- Counseling
- Gaming
- Values clarification strategies

RESOURCE MATERIALS

Session 9

ROLE PLAYING

What Is Role Playing?

- Select a topic or issue to be enacted.
- Explain the problem to the class.
- Prepare the participants by careful selection of actors and description of their roles.
- Do not ever force a student to be an actor; watching a role play is a very effective learning activity.
- Prepare the audience by outlining some specific points to watch for, or ask them to try to "feel" along with one of the two participants.
- During enactment of the situation, keep teacher intervention to a minimum.
- Discuss what takes place; do not direct criticisms to students; rather, make suggestions for the characters in the role.
- Reenact the role play to try out alternative suggestions for role behavior.

What Are the Advantages of Role Playing?

- It provides an opportunity to try out social behaviors.
- It provides ways to develop communication skills.
- It provides participants and spectators with common social problems for daily living.
- It provides an opportunity to explore alternatives, decision making, and problem solving.
- It provides hands on experience with interpersonal relationships to help participants better know their own feelings.

COUNSELING CONSIDERATIONS*

- Use common and concrete terms and frequently check to see if you are communicating and comprehending appropriately.
- Provide a positive, supporting, and trusting relationship to develop the student's self concept and confidence in the teacher or counselor.
- Make sure counseling is not too lengthy or does not cover too much information at one time.
- Use a variety of techniques to enhance counseling sessions, e.g., audiovisual equipment, blackboards, role playing, reference materials, writing.
- Be sure the student is familiar with the experiences that are being discussed (e.g., the concept of work), so realistic discussions occur.
- Offer the opportunity for learning and achieving a greater self awareness and acceptance of potentials and possibilities.
- Counsel each individual somewhat differently depending on the student's unique set of abilities, needs, and interests.
- Always make clear the purpose of the counseling session and its outcome expectations.
- Give the student enough time to express him/herself.
- Try to understand as fully as possible the student's world.
- Be as reality oriented as possible in discussing relevant topics.
- Use group counseling procedures when it would be good for the student to express feelings and concerns among their peers and to learn from others.
- Be assured that the retarded student is appropriate for counseling and can benefit under proper conditions.

*Brolin, D. *Vocational preparation of retarded citizens.* Columbus OH: Charles E. Merrill, 1976.

VALUES CLARIFICATION*

What Is Values Clarification?

There are big questions in our lives that only we can answer for ourselves. Values clarification is one attempt to give students the tools to try to answer these questions.

Values clarification is:

- A process which helps people arrive at an answer. It is not concerned with an ultimate set of values—it does stress a method to help students determine the content and power of their own set of values.
- A self audit.
- A tool to help an individual freely decide between alternatives or among varied choices.
- A method to help an individual to make a decision, to act, or to determine what has meaning as it relates to the present and future, and, to a lesser extent, with the past.

Values Clarification Strategies

- Stimulate thinking and focus awareness on decisions and choices students must make.
- Assist students to systematically answer questions that will help to build a value system.
- Help the student acquire self awareness, self confidence, and decision making skills.

The Ground Rules

- Every answer is the right answer for that student at that time; there are no right or wrong answers; no grades are given.
- The facilitator must do everything the participants are asked to do.

*Simon, S. B. *Meeting yourself halfway, 31 value clarification strategies for daily living.* Niles IL: Argus Communications, 1974.

- No one must reveal their answer in a strategy; it is important to know when discussion is appropriate and when the strategy should remain personal and private.

Why Is Values Clarification Part of This Training Program?

- It can help students acquire personal-social skills.
- It is useful in providing activities good for total class participation.
- It removes risk from participation.
- It is positive, personally affirming, individually focused, and success oriented.

VALUES CLARIFICATION ACTIVITIES

Proud Whip

Purpose. Past experience has proven it to be one of the most used and most valuable strategies employed by teachers who have been trained in values clarification. We, therefore, want to call it to the reader's attention by focusing on it as an independent strategy. It helps students become more aware of the degree to which they are proud of their beliefs and actions and this will encourage them to do more things in which they can take pride. Students also hear new alternatives from their classmates' lives.

Procedures. The teacher asks students to consider what they have to be proud of in relation to some specific area or issue. The teacher whips around the room calling on students in order. Students respond with the words, "I'm proud of . . ." or "I'm proud that . . ." Any student may pass if he chooses.

Sample Questions

What is something you are proud of that you can do on your own?
What is something you are proud of in relation to money?
What are you proud of that has to do with school?
What are you proud of about a gift you have given recently?
What is something you have written that you are proud of?
What are you proud of in relation to your family?
What is something you have done about the ecology issue that you're proud of?

To the Teacher. You should emphasize that the type of pride that is called for here is not the boastful or bragging kind of pride, but the pride that means "I feel really good about" or "I cherish" this. The teacher must be very supportive of those who pass. No one should be expected to be proud of everything. Sometimes the teacher deliberately selects an issue that he has to pass on, just to illustrate this point.

Students should be encouraged to volunteer to bring in topics for Proud Whips.

Twenty Things I Like To Do

- Ask each student to number a sheet of paper from 1 to 20. Then ask them to list 20 things they like to do in whatever order the activities occur to them.
- When they have completed this, ask them to annotate each item with the following codes:
  - Put a dollar sign ($) next to each item that costs over $5.00 every time you do it.
  - Place a P next to each item that you enjoy more when you are doing it with somebody, and an A next to each item you enjoy more when you are doing it alone.
  - Put a Pl next to each activity that requires planning.
  - Beside each activity, place the date when you did it last, if you can remember.

  For example:

1. Play basketball	P, Pl 9/27/77
2. Dance	P, 3/13/76
3. Read	9/25/77
4. Go to the movies	$, P, Pl, 2/13/76

- When the students have completed the coding, ask them to make a few "I learned" statements. Statements made by students in the past include: "I learned I don't need money to be happy." "I learned to like things better when they are spontaneous." "I learned I need to plan more." "I learned I haven't done the things I like to do for a long time." "I was surprised to learn. . . ."
- This would be an opportune time to introduce the concept of goal setting. Students could be asked to set a goal to do something they like to do but haven't done for a long time.

Personal Coat of Arms

- This exercise is a way of combining several self enhancing questions with some art work and small group disclosure.
- Make up ditto sheets with a coat of arms shield and distribute them to the students. Ask each of them to create an individual coat of arms by making a drawing in the appropriate section expressing their thoughts regarding each of the following questions:
  - Express in a drawing the most significant event in your life.
  - Express in a drawing your greatest success or achievement in the past year.
  - Express in a drawing your happiest moment in the past year.
  - If you had one year to live and were guaranteed success in whatever you attempted, what would you attempt? Draw a picture expressing your answer.
  - Express in a drawing something you are good at.
  - If you died today, what three words would you most like to be said of you?
- Any number of questions could be substituted for those above in order to adapt the exercise to different age levels. Some optional questions for drawings are:
  - What is something you are striving to become or be?
  - What is your family's greatest achievement?
  - What would you want to accomplish by the time you are 65?
  - Draw a picture of something you'd like to become better at.
- When the drawings are completed, ask the students to form groups of five or six and share what they have done with the small group. When they have finished sharing, you may wish to post all the coats of arms on a bulletin board or wall for a day or two.

CURRICULAR ADAPTATION FOR THE MILDLY HANDICAPPED IN SECONDARY SCHOOLS*

For Literature

- Try listening to taped or recorded stories following along with the printed text.
- Use a small group of class members to be the readers to the rest of the class, something like a Reader's Theater or a play readthrough, but in class.
- Pair readers for reading assignments which are over the heads of some of the students—put a good or average reader with a poor reader.
- Have the teacher or an excellent reader read orally to the class and let other students follow along in the text.
- Use student or simplified versions, films, or filmstrips with classics and novels for the poor readers to understand the material being covered in class.
- For students with severe reading problems obtain the Talking Books for the Blind now available for individuals with severe visual perceptual problems.
- Try to enlist a family member to read to the youngsters.
- Use tutors outside of class—volunteers from school, community, senior citizens, etc.
- Review lessons frequently to build the sequence for students who have difficulty following the story line.

For Math

- Assign fewer problems. If there is pressure from other students, assign all students varying amounts of work (alternate problems, 1-15, another group 15-30, or random numbered problems, etc.).
- To cut down on visual stimuli, have students fold paper into lines, quarters, or halves and just work in that space until it is complete.
- Use an aide to prepare work sheets with wider spacing and fewer problems per page.
- Let the student work the problem out, write it down, then use a calculator to check the work. If it is incorrect the student can ask for help. Emphasis is placed on process because students know the calculator will give the correct answer. It's also motivating to use the calculator.
- When giving an assignment or sheet of problems, first have the student write at the top of the page how many s/he thinks will be done correctly. Then let the student work the problems, correct them, and see if s/he met the goal. Gradually set higher goals.
- In story problems have the student read the problem and underline key words and phrases. Then proceed to determine the type of problem (e.g., addition, subtraction, etc.); have someone else read the problem to the youngster.
- If problems are mixed up—addition, subtraction, etc., on one page—point this out by underlining, circling, or using yellow marker, etc., on the addition, subtraction, etc., sign. Then fade clues gradually.
- Set up a system (checklist) of how to attack a math problem, e.g., post a chart with suggested steps for students to refer to.

*Boland, S. *Inservice consultor.* Educational Consultant Enterprises, Inc., 3(3), March-April, 1977.

For Reading/Study

- Always introduce new words in assignments, go over their dictionary meanings and meanings of how the word is related to what students will be reading.
- Review words periodically. Don't expect to show the word to students once and have them remember it.
- Determine the reading level of your text, using the Fry or another readability index. If material is too high for some of your students, assign portions of assignments, reading pairs, or something which is within their reading level. Don't expect a student to read and comprehend something above his/her reading level.
- Guide students' reading with meaningful questions.
- Teach the SQ3R method as a study technique:
  S—scan or survey the section to be read;
  Q—turn all boldface type into questions, ask that question; then
  R—read the passage, continue this until the end of the section or chapter answering the question at the end of that section;
  R—review what you've read, use the questions at the end of the passage, and review the chapter by
  R—reciting them out loud and reciting the answers.
  (If there are no questions at the end, make up your own from the bold type and recite the answers to those for your review.)
- Take a sheet of paper and before reading or studying, write down everything on your mind—even dirty words—and place that at the end of what you need to study, then study. It clears your mind for studying or reading.
- Use problem readers as tutors to younger children. Often problems in reading lie in a lack of reading skills by that older student.
- Provide an outline for students in reading assignments which covers key points and guides their reading.

For Reports

- Let some students do oral reports—this can be done student to teacher.
- One person reports to a small group with each student rating the report on a checklist. Review the checklist fully and use a couple of them in a demonstration setting.
- Let students work in groups to discuss topics. They select a reporter to feed back to the large group.
- Let a student tape an oral report. You may want to require a brief written outline.
- Submit written reports but allow for variations such as illustrations with captions which can be substituted for a written report.
- Write or prepare a report for younger children and allow students to present their reports to classes of younger children. This keeps the reading level low and removes the threat of reporting to one's peers.

For Science

- In lab work, group students who have varying abilities.
- Make science a living exploration rather than emphasizing textbook material. Take science activities out of the classroom.
- Base grades on actual science work rather than just technical examinations.
- See suggestions under other categories also.

For Social Sciences

- Obtain a variety of books covering the various topics that are being studied and individualize readers' assignments to something within each student's reading ability.
- Extend the study of social science topics into a project. For example, if you are studying geography, instead of using the wall map build a topographical relief map in the classroom. The more talented students can read and help translate information and directions to students having difficulty.
- Utilize films and filmstrips about areas in an unusual way, e.g., instead of showing a filmstrip and cassette as traditionally used, select certain frames of the tape for common study and discuss them. For example, when using a filmstrip on climate, look at the roofs of the different types of buildings, or plant life, or soil and try to draw conclusions about the climate and the type of clothes worn by people living there.
- Extend the social sciences into the community. Relate history to older members of the community who can tell about local history. In studying World Wars, the Korean War, or the Viet Nam War, bring in community members who can relate the impact of the war both at home and abroad.
- Make social sciences as realistic as possible. If you're studying the Old West, obtain a collection of antiques or artifacts to bring in or display art work or home crafts, etc. Use these as a point of discussion rather than using written material. Try to emphasize how people lived, their ways of having fun, and the type of work they did, through discussion, outside speakers, and interviews with grandparents and other elderly people.

For Tests/Evaluations

- Avoid true-false tests. They emphasize reading—and trick reading at that.
- If possible, change the emphasis in your teaching to learning rather than testing. If a student can do work but freezes on tests, find more informal ways to get an accurate assessment of the student's knowledge.
- Test what's important and teach what is important. Trivia is not the real meaning of education and especially not for students with learning problems.
- Try not to test too much material at one time. This tends to "overload the circuits." Shorter, more frequent tests are better than infrequent lengthy exams.
- Teach and test what your objectives say you'll teach and test. A straightforward, no curves approach will be much easier for the students with learning problems to understand.
- Curb any appetite you might have for pop quizzes as *punishment* to make students study. Rather, if you want quizzes, use them with warning and as a means of diagnosing how your students are learning. Quizzes also indicate how you are getting the material across to the students.
- Use a pictorial test for a change. Industrial arts, science, and home economics lend themselves to this particularly well.
- Have the student interview with you if you don't know what s/he knows. Grading and evaluation should be open, not a surprise. Try to test according to an individual's ability and on relevant information.
- Give students' tests orally if they need that type of assistance. This can be done with a resource room teacher, a volunteer, or any other available adult. You can use student assistants, but select carefully and do not select a peer. Consider the delicate position of the student assistant in the testing matter.
- Tape a test and have a student use a headset in the classroom or just the tape recorder in another room. Responses can either be written or given orally with enough time allowed on the tape.

General Hints

- In spelling, good memory skills are important. Extra practice is necessary, but shorten the list of words. Then have students really concentrate on that shorter list. Let them practice both oral and written spelling to see which way they can learn it best.
- Correct grammar is very difficult if the students are accustomed to speaking with poor grammar. A couple of suggestions: Don't try to work on too many changes at one time. If, for example, seen-saw and gone-went are big problems work on just those for a week. Don't keep it a secret that you're working on it. Let other students, teachers, and parents know. Work on it with the whole class, not just one student.
- Put a token (or a penny) in a box each time a student uses the word correctly, and have the student pay a penny/token when s/he uses the word incorrectly.
- Use grammar in games for additional practice. Students can be given ideas on how to write games.
- Use spelling and grammar rules. When easily understood and taken gradually, this allows for a lot of practice on each rule. Skimming over rules offers more confusion than foundation.
- Try making contracts with students who are having problems for the work to be done for your class. A contract implies input from *both* parties. A fair contract doesn't mean that the teacher demands something and the student delivers for some type of reward. (Be willing to hear the student's side of the issue also.)
- Don't assume that students have all the basic word attack skills. Skill review can be done with the entire group or in small groups with peer or volunteer tutors.

CASE STUDY CARDS

Session 9

The trainer should mount these studies on index cards to hand out to small groups. Remember other information can be added to the case studies or they may be changed totally. These case studies focus on problems commonly experienced by retarded youngsters. Trainers should make up case studies for other handicapping conditions if appropriate.

SUSAN Susan is a 15 year old mildly retarded student. She comes from a home where her parents argue continually. She is beginning to snap at everyone, including those who just say hello to her. She is losing friends rapidly and becoming sullen.	**BARBARA** Barbara is a shy, 17 year old mildly retarded student. She has never dated. She has done well in home economics class. She has confided to her teacher that she is afraid no one will marry her. All she wants to do is get married and have children.
JOHN John is 13 years old, a mildly retarded student, and has no appropriate or acceptable behaviors. He attempts to join in conversation but always manages to say the wrong thing. He keeps trying but lately he has been depressed and frustrated.	**MIKE** Mike is an 18 year old mildly retarded student and is graduating soon. He is quite dependent on his parents' help. In school he is always dependent on other students to help him with his studies. He won't go anywhere alone.
JEAN Jean is a 14 year old mildly retarded student and has no friends. She is shy and cries when others hurt her feelings. She is quite passive and rarely speaks out in her own behalf.	**FRANK** Frank is a 16 year old mildly retarded student and is the class clown. Always joking, no one knows how Frank feels about anything serious. He is always invited to group gatherings (parties), but he is never singled out to associate with on a one to one basis.

WORKSHEET 1

Session 9

WEEKLY INVENTORY SHEET

List the five highlights of your week.

List five people with whom you have been in agreement this week.

1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

List any plans you made for the future this week.

1.

2.

3.

4.

5.

List ways your highlights could have been improved.

1.

2.

3.

4.

5.

WORKSHEET 2

Session 9

PERSONAL-SOCIAL CASE STUDY

1. Case study problem:

2. Identification of personal-social skill needing improvement:

3. Planned intervention:

EVALUATION FORM

Session 9

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 9 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the ninth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Perceiving the importance of acquiring the career oriented personal-social competencies for children with learning problems.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Identifying ways to use values clarification strategies to assist these students in acquiring personal-social competencies.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Recognizing various other techniques to foster the acquisition of personal-social competencies.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

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School _____

OVERVIEW

Session 10: Daily Living/Occupational Guidance Skills

Goal: Identify and describe ways by which the development of daily living skills and occupational competencies can be facilitated for handicapped learners.

Objectives: The participants should be able to:

1. Develop strategies which will facilitate the development of daily living skills by individuals with mild retardation.
2. Develop strategies which will facilitate the development of occupational guidance and preparation competencies by individuals with mild retardation.
3. Become familiar with appropriate instructional materials and resources.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	10 minutes	Trainer
Daily Living Skills/ Occupational Guidance and Preparation	Small Group Activity	30 minutes	Trainers
	Change Groups	10 minutes	Trainers
Daily Living Skills/ Occupational Guidance and Preparation	Small Group Activity	30 minutes	Trainers
Questions and Answers	Large Group Discussion	10 minutes	Trainer/Local educational advisor
		1½ hours	

MATERIALS/RESOURCES NEEDED

1. Instructional materials for display for each competency.
2. *Life Centered Career Education: A Competency Based Approach.*
3. Resource Materials for Session 10.
4. Session 10 evaluation form.

PREPLANNING ACTIVITIES

1. Identify local community agencies and personnel who could be of assistance in facilitating development of Daily Living and Occupational Guidance and Preparation Skills.
2. Make signs identifying the five topic areas to be discussed in the small group sessions.
3. Prior to the session, for general information, review *Life Centered Career Education: A Competency Based Approach* and the resource materials on Daily Living Skills and Occupational Guidance and Preparation Skills.

CONSIDERATIONS

1. This is an important session. It lays the foundation for developing the career education plan and participant responsibilities. Be sure to be well organized and prepared. Make every effort to insure that this session is conducted in its entirety.
2. The participants and trainers should select the groups that would be most likely to offer assistance to students with mild retardation in the development of these competencies.

3. It is easy for certain group members to monopolize these sessions. Be sure to keep the group on task.
4. There must be *at least one* trainer in each of the five groups.

ROLE OF TRAINER

1. Be familiar with the services and community assistance that are available to support particular competencies that the trainer is covering.
2. Facilitate group discussion on certain competencies to increase awareness of support services available in the community; emphasize ways parents can assist at home.

DIRECTIONS

Session 10

INSTRUCTIONS: LARGE GROUP PRESENTATION (10 minutes)

1. Review session goals and objectives.
2. Participants must select *two* of the five small group sessions that relate to their area of expertise.

   Group 1: Competencies 1 and 2
   - Managing Family Finances
   - Caring for and Repairing Home Furnishings and Equipment

   Group 2: Competencies 3 through 6
   - Caring for Personal Needs
   - Raising Children, Enriching Family Living
   - Buying and Preparing Food
   - Buying and Making Clothing

   Group 3: Competencies 7 through 9
   - Engaging in Civic Activities
   - Utilizing Recreation and Leisure
   - Mobility in the Community

   Group 4: Competencies 17, 18, 22
   - Knowing and Exploring Occupational Possibilities
   - Making Appropriate Occupational Choices
   - Seeking, Securing, and Maintaining Satisfactory Employment

   Group 5: Competencies 19, 20, 21
   - Exhibiting Appropriate Work Behaviors
   - Exhibiting Sufficient Physical and Manual Skills
   - Acquiring a Specific Saleable Job Skill

   Trainers should display their group topics by placing an identification card or sign on the table or door of the room where the activity is being held.
3. Each small group session will follow the format presented below:
   - Discussion by trainer and participants about activities which could help students acquire the specified competencies.
   - Display of appropriate instructional materials.
   - Review of instructional activities in *Life Centered Career Education: A Competency Based Approach.*
   - Discussion of appropriate community agencies to be utilized.
4. Request that no more than six participants attend any one session.
5. Participants will change groups when time is called by the LEA.

DAILY LIVING SKILLS AND OCCUPATIONAL GUIDANCE AND PREPARATION—GROUP A: SMALL GROUP ACTIVITY (30 minutes)

1. This group will discuss ways in which students with mild retardation can acquire Competencies 1 and 2.
2. During the first 10 minutes, the trainers and group participants should identify ways to teach or counsel students in the development of Competencies 1 and 2. Personal experience should be conveyed as well as the following:

   Managing Family Finances (Competency 1)
   - Visit banking facilities.
   - Speak with bank representatives, insurance companies, etc.
   - Practice with basic financial records and papers.
   - Demonstrate wise consumer practices.
   - Discuss the consequences of borrowing procedures.

   Selecting, Managing, and Maintaining a Home (Competency 2)
   - Search for an apartment (newspaper ads).
   - Make the selection on certain criteria.
   - Practice paying the rent.
   - Discuss moving into a home.
   - Discuss leases.
   - Demonstrate use of household appliances.
   - Role play safety features needed in the home.
   - Discuss setting up housekeeping.
   - Practice household chores.
   - Discuss care of the home exterior.
3. During the next 10 minutes the group members can scan resource materials related to these competencies. Use *Life Centered Career Education: A Competency Based Approach,* Chapter IV, Instructional Materials.
4. During the last 10 minutes, the participants should discuss local community agencies which can be used in facilitating the development of Competencies 1 and 2.
5. After 30 minutes, the LEA should have the participants change groups (10 minutes).

DAILY LIVING SKILLS AND OCCUPATIONAL GUIDANCE AND PREPARATION—GROUP B: SMALL GROUP ACTIVITY (30 minutes)

1. This group will discuss ways in which students with mild retardation can acquire Competencies 3, 4, 5, and 6.
2. During the first 20 minutes the trainer and participants should identify ways to teach or counsel students in the development of Competencies 3 through 6. Personal experience should be conveyed as well as the following:

   Caring for Personal Needs (Competency 3)
   - Discuss elements of personal care.
   - Demonstrate proper grooming habits.
   - Recognize good nutritional foods.
   - Demonstrate and practice first aid.

   Raising Children, Enriching Family Living (Competency 4)
   - Discuss responsibilities involved in marriage.
   - Role play a family situation.
   - View films and filmstrips on being a parent.

- Invite guest speakers from family assistance agencies.

Buying and Preparing Food (Competency 5)
- Plan a meal.
- Go to a store and purchase food.
- Prepare the food (cleaning, cooking).
- Eat the food with proper etiquette.
- Practice cleaning up the dishes and room.
- Demonstrate storing leftovers.

Buying and Caring for Clothing (Competency 6)
- Visit a laundromat.
- Practice sorting clothes for washing.
- Discuss wardrobe and its purchase.
- Practice simple mending procedures.
- Practice ironing clothes.

3. During the next 5 minutes trainers can share materials which relate to the four competencies. If appropriate, use *Life Centered Career Education: A Competency Based Approach.*
4. During the last 5 minutes, the participants should discuss local community agencies which could be used in developing Competencies 3 through 6.

DAILY LIVING SKILLS AND OCCUPATIONAL GUIDANCE AND PREPARATION—GROUP C: SMALL GROUP ACTIVITY (30 minutes)

1. This group will discuss ways in which students with mild retardation can acquire Competencies 7 through 9.
2. During the first 10 minutes the trainer and participants should identify ways to teach or counsel these students in the development of Competencies 7 through 9. Personal experience should be conveyed as well as the following:

Engaging in Civic Activities (Competency 7)
- Invite a guest speaker on law enforcement.
- Discuss citizenship responsibilities.
- Visit government offices, draft board, etc.
- Read and discuss articles from newspaper regarding issues of concern to local community.
- Identify a civic activity of interest.

Utilizing Recreation and Leisure (Competency 8)
- Discuss the type of recreation available within the local community.
- Visit recreation facilities.
- Plan a mock vacation.

3. During the next 10 minutes trainers can share ideas and materials which relate to these competencies. Use *Life Centered Career Education: A Competency Based Approach.*
4. During the last 10 minutes the participants should discuss local community agencies which can be used in the development of Competencies 7 through 9.

DAILY LIVING SKILLS AND OCCUPATIONAL GUIDANCE AND PREPARATION—GROUP D: SMALL GROUP ACTIVITY (30 minutes)

1. This group will discuss ways in which students with mild retardation can acquire Competencies 17, 18, and 22.
2. During the first 15 minutes trainers and participants should identify ways students can be taught or counseled in the development of Competencies 17, 18, and 22. Personal experience should be conveyed, as well as the following:

Knowing and Exploring Occupational Possibilities (Competency 17)
- Field trips to business and industry.
- Job tryouts in school and community.
- Employers' and former students' presentations.
- Counselors from Manpower and rehabilitation agencies.
- Films, filmstrips, and instructional packages.
- Occupational literature (Dictionary of Occupational Titles and Occupational Outlook Handbook).

Guide to Jobs for Mentally Retarded.
- Parents' presentations about their jobs.
- Doing job analyses.
- Group discussion about jobs.

Selecting and Planning Occupational Choices (Competency 18)
- Counseling techniques.
- Family involvement.

Seeking, Securing, and Maintaining Employment (Competency 22)
- Job leads and sources.
- Making an interview appointment.
- Waiting room etiquette.
- Filling out application forms.
- Handling the interview.

3. During the next 10 minutes, the trainer can share materials which relate to these competencies. Use *Life Centered Career Education: A Competency Based Approach.*
4. During the last 10 minutes, participants should discuss local community agencies which could be used in the development of Competencies 17, 18, and 22.

DAILY LIVING SKILLS AND OCCUPATIONAL GUIDANCE AND PREPARATION—GROUP E: SMALL GROUP ACTIVITY (30 minutes)

1. This group will discuss ways in which students with mild retardation can acquire Competencies 19, 20, and 21.
2. During the first 10 minutes trainer and participants should identify ways to teach or counsel students to facilitate the development of Competencies 19 through 21. Personal experience should be conveyed, as well as the following:

Exhibiting Appropriate Work Behaviors (Competency 19)
- Importance of work personality to career success.
- Behavior expectations of the employer.
- Small group activities.
- Role playing.
- Gaming.
- Guest speakers from community and/or business firms.
- Panel presentation.
- Individual reports.
- Field trips.

Physical Manual Skills (Competency 20)

- Importance in providing opportunities to develop abilities.
- Classes in which these skills are taught.
- Curriculum variations.
- Adaptive materials.
- Adaptive recreational facilities in community.
- Parent involvement role.

Obtaining Specific Job Skills (Competency 21)

- OJT (on the job training).
- Cooperative programs.
- Work study programs.
- Evening school part time training.
- Apprenticeship programs.
- Sheltered workshops.
- Public school occupational training program.
- Cluster approach to occupational skill acquisition.
- Open entry-open exit concept.
- Developing a competency curriculum from a job description.
- Writing a job description.
- Making a task listing.
- Constructing a task detail sheet.
- Task analysis procedure.
- Developing a competency attainment checklist for these students.

3. During the next 10 minutes trainers can share ideas and materials for use in facilitating the development of Competencies 19, 20, and 21. Use *Life Centered Career Education: A Competency Based Approach.*
4. During the last 10 minutes participants should discuss local community agencies which can be used to assist students in attaining these competencies.

QUESTIONS AND ANSWERS: LARGE GROUP PRESENTATION (10 minutes)

1. Ask for questions or comments.
2. Refer participants to the resource materials for the following articles: Daily Living Skills Techniques and Occupational Preparation Techniques.
3. Complete Session 10 evaluation form if appropriate.

RESOURCE MATERIALS

Session 10

DAILY LIVING SKILLS:
TEACHING TECHNIQUES

- Become aware of consumer education issues and discuss them in class.
- Be aware of and use community resources (public health nurse, extension agent, etc.) in the classroom who promote the Daily Living Skills competencies (a kind of speakers bureau).
- Identify and use parents who would be willing and capable of offering a particularly useful skill or providing information to the class (demonstrating cooking, etiquette, clothing, etc., techniques).
- Provide as many hands on activities and chances for practice as possible (the Daily Living Skills are particularly demonstratable).
- Provide choices and alternatives in activities for students to have a chance for success.
- Have students report what Daily Living Skills activities they have performed during the week and what they learned.
- Locate available items which could be used as materials in teaching the Daily Living Skills.
- Provide projects on which two or three students could work together to learn specific skills.
- Take field trips into the community as a culminating activity for units of study built around the Daily Living Skills.
- Relate all learning activities to daily living needs in the community.
- Frequently use charts and simulated activities to teach Daily Living Skills.

OCCUPATIONAL PREPARATION SKILLS:
TEACHING TECHNIQUES*

- Check to determine if the student has learned the basic information and skills necessary to begin the task. If not, teach vocabulary, tool usage, etc., before undertaking the training.
- Make the training situation as comfortable, anxiety free, and nonthreatening as possible.
- Determine what will be motivating to the student and incorporate this into the training activities.
- Make the materials as meaningful and familiar as possible. Incorporate realistic practices when and where appropriate.
- Demonstrate and repeat instructions as often as necessary. Check to be sure the student is not just nodding his/her head to fake comprehension.
- Give training in small increments, step by step, so that the student has sufficiently learned each step before proceeding to the next. Retarded individuals learn best from concrete experiences and with continuous repetition and positive reinforcement.
- Vocational instruction must be well organized and specific and should not cover too much at one time. Material should be overlearned to increase long term retention.
- Give the student several trials and opportunities to learn a task. Avoid any undue work pressures during the initial stages of the training.
- Provide considerable positive reinforcement by using praise and other reinforcers meaningful to the student.
- Be patient and realize the retarded student can learn and be trained in essentially the same manner as other students although training will generally take longer.

*Brolin, D. *Vocational preparation of retarded citizens.* Columbus OH: Charles E. Merrill, 1976.

EVALUATION FORM

Session 10

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 10 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the tenth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Recognizing new educational strategies which will promote the development of Daily Living Competencies for students with mild retardation.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Recognizing educational strategies which will promote the development of Occupational Guidance and Preparation Competencies for these students.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Increasing knowledge about instructional materials and resources which can be used with these students.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

School _____

NOTES

OVERVIEW

Session 11: Community Resources

Goal: Familiarize the participants with community resources that can be used to assist handicapped students to acquire the life centered competencies.

Objectives: The participants should be able to:

1. Specify agencies in the community that can assist students with mild retardation in attaining the 22 competencies.
2. Recognize the eligibility requirements and costs involved in using various community agencies.
3. Explain ways in which community agencies, business, and industry can assist students in attaining the life centered competencies.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	10 minutes	Local educational advisor
Community Resources	Large Group Presentation	45 minutes	Community representatives
Questions and Answers	Large Group Discussion	20 minutes	Trainer
		1¼ hours	

MATERIALS/RESOURCES NEEDED

1. Overhead projector and screen.
2. Transparency for Session 11.
3. Four to six community agency panel members.
4. List of life centered competencies for each panel member.
5. Handout literature for participants from each agency.
6. Resource Materials for Session 11.
7. Session 11 evaluation form.

PREPLANNING ACTIVITIES

1. Identify four to six individuals to serve on a panel representing community agencies, businesses, and industry (possible employers). These people should have the potential to assist students in attaining the Life Centered Career Education Competencies. The resource material on Community Resources lists appropriate agencies to consider for the panel.
2. Contact those individuals. Explain the program and purpose. Request their participation on the panel. Discuss and review with these individuals the questions listed below. Invite the panel members to distribute any materials (pamphlets, brochures, etc.) which could benefit the inservice participants.
3. Prepare a handout listing local businesses and agencies that could be of considerable assistance and are not represented on the panel.

CONSIDERATIONS

1. If this session is to be the beginning of a new workshop, be sure to include introductory remarks, e.g., welcome new participants, make group assignments, and mention any other details.
2. Careful attention should be paid to the selection of panel members. It is important that the panel members be relatively good speakers, preferably dynamic individuals.
3. Select panel members who will encourage school personnel and family to use their services.

ROLE OF TRAINER

1. Identify panel members.
2. Contact panel members securing their participation.
3. Collect information on local resources for handout.
4. Lead the panel presentation. (This should be one trainer, skilled in interviewing techniques.)

DIRECTIONS

Session 11

INSTRUCTIONS: LARGE GROUP PRESENTATION (10 minutes)

1. Welcome participants if this is the beginning of a workshop.
2. Introduce new participants, visitors, etc.
3. Explain details of the session: lunch, coffee, etc.; handouts; and topics of the day.
4. Explain the goals and objectives of this session, using the transparency for Session 11.
5. Set the mood of importance of using community resources, then explain some basic ground rules for panel presentations, which include: staying on target; not straying from the topic; and allowing questions from the audience to be answered one at a time.

COMMUNITY RESOURCES: LARGE GROUP PRESENTATION (45 minutes)

1. Introduce panel members and mention the community agency each represents.
2. Ask each panel member to give a brief overview of his/her agency, including ways to contact them or refer students for services.
3. Have panel members react to such questions as:

- Which of the 22 competencies can be dealt with by your agency? (Transparency may be used if desired.)
- How can your agency actually provide assistance?
- What are the eligibility requirements, costs, etc., for assistance from your agency?
- Please mention several other community agencies which can provide services to these students.
- What can the school or parents do before contacting the agency for help?
- What support can your agency provide to teachers, counselors, and parents to help the student acquire the competencies (tours, guest speakers, materials, etc.)?
- What are the specific limitations of your agency?
- How can the public schools use community resources more effectively?

Note: The trainer must be prepared to interrupt highly verbal speakers in order to keep the session moving, clarify information discussed, and keep the speakers on target with the session objectives.

4. Conduct the session informally, and vary the sequence of questions for different panel members. Do not ask all the questions of one panelist, and so on.
5. The trainer should thank the community representatives for their assistance.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (20 minutes)

1. Panel should entertain questions from participants regarding the assistance agencies can provide.
2. Panel members should distribute the materials they have prepared on their agency.
3. Refer participants to the list of community resources in the resource materials. Highlight local agencies that you think would be particularly helpful in assisting handicapped students to acquire the various competencies. Be sure to indicate the eligibility requirements, costs, etc., of the other agencies discussed here.
4. Complete Session 11 evaluation forms, if appropriate.

CURRICULUM AREA AND COMPETENCY

Daily Living Skills

1. Managing Family Finances
2. Selecting, Managing, and Maintaining a Home
3. Caring for Personal Needs
4. Raising Children, Enriching Family Living
5. Buying and Preparing Food
6. Buying and Caring for Clothing
7. Engaging in Civic Activities
8. Utilizing Recreation and Leisure
9. Getting Around the Community

Personal-Social Skills

10. Achieving Self Awareness
11. Acquiring Self Confidence
12. Achieving Socially Responsible Behavior
13. Maintaining Good Interpersonal Skills
14. Achieving Independence
15. Achieving Problem Solving Skills
16. Communicating Adequately with Others

Occupational Guidance and Preparation

17. Knowing and Exploring Occupational Possibilities
18. Selecting and Planning Occupational Choices
19. Exhibiting Appropriate Work Habits and Behaviors
20. Exhibiting Sufficient Physical and Manual Skills
21. Obtaining a Specific Occupational Skill
22. Seeking, Securing, and Maintaining Employment

RESOURCE MATERIALS

Session 11

COMMUNITY RESOURCES

Local Business and Industry
- Field trips to observe on the job activities
- On the job experiences/tryouts

Governmental Agencies
- Vocational Rehabilitation
- Bureau of Indian Affairs
- Immigration
- Social Security Administration
- Veterans Administration
- Employment services
- Job Corps
- VISTA
- Comprehensive Employment Training Act (CETA) Program
- Community Action Program
- Law enforcement agencies
- Legal and judicial agencies
- County commissioner
- County extension agent
- Taxation agencies
- Parks Department
- Welfare offices
- Motor Vehicle Bureau
- Agricultural extension agent
- Public health nurse
- Fish and Game Commission
- Adult Basic Education Program
- Parent-Teacher Associations (PTA)
- Migrant programs
- Military service representatives
- Correctional institutions
- Mental health agencies
- Sheltered workshops
- Governor's Commission for Employment of the Handicapped
- Planned Parenthood

Community Service Organizations
- YMCA
- YWCA
- Red Cross
- League of Woman Voters
- Urban League
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- Heart Association

Civic Clubs
- Chamber of Commerce
- JAYCEES
- Rotary Club
- Kiwanis
- Civitan
- Elks
- Lions
- Business and professional workers
- Knights of Columbus

Special Resources, Private, Nonprofit, and Volunteer Organizations
- Airports
- Weather stations
- Colleges
- Universities
- Monasteries
- Association for Retarded Citizens
- 4-H clubs
- Veterans groups
- Boy Scouts
- Indian Guides
- Churches
- Hospitals
- Nursing homes
- Libraries
- Museums
- Goodwill Industries and other rehabilitation facilities
- Private mental health associations
- Girl Scouts
- Campfire Girls
- Big Brothers

EVALUATION FORM

Session 11

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 11 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the eleventh session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Recognizing community agencies which can assist handicapped students to acquire the life centered competencies.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Recognizing the eligibility requirements and costs involved in using the services of various community agencies.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Appraising the procedures which can be used by community agencies to assist these students in acquiring the life centered competencies.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

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OVERVIEW

Session 12: Family Assistance

Goal: Explain ways in which the family can contribute in helping handicapped students acquire the life centered competencies.

Objectives: The participants should be able to:

1. Identify the competencies which can be taught by family members in the home.
2. Describe the major difficulties parents may have in helping these students acquire the competencies.
3. Specify strategies the family can use to facilitate attainment of the competencies.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	10 minutes	Trainer
Family Involvement	Large Group Presentation	45 minutes	Trainer and parents
Questions and Answers	Large Group Discussion	20 minutes	Trainer
		1¼ hours	

MATERIALS/RESOURCES NEEDED

1. Four to six parent panel members.
2. List of life centered competencies for each panel member.
3. Resource Materials for Session 12.
4. Session 12 evaluation form.

PREPLANNING ACTIVITIES

1. Identify four to six parents who would be willing to speak on a panel. Panelists most likely will also be workshop participants; if not, explain the program fully.
2. Be sure to contact panel members and confirm their participation. Discuss and review questions which would be asked of the panel.
3. Provide any needed assistance to parents who have agreed to participate.
4. Review material on Family Contributions from the resource materials.

CONSIDERATIONS

1. The general intent of this session is to provide helpful information; therefore, selection of the panel is very important.
2. While it is desirable to discuss problems and ways schools can help families of handicapped students during this session, it is not a session for participants who have an "ax to grind." Be sure to use this opportunity to discuss the goal and objectives of the session.
3. If it is impossible to assemble a parent panel, this presentation can include viewing the filmstrip entitled "Parenting Handicapped Children." This can be purchased for $85 00 from Materials Distribution, Rehabilitation Research and Training Center, University of Oregon, Eugene OR 97401. However, if parent panel members are verbal enough to make an effective presentation, the large group presentation works best.
4. Another alternative to the large group presentation

is to have one or two parents join each small group and answer the same questions listed in the large group presentation, rotating to a new small group at intervals of 15 minutes. At least one trainer should be present to ask structured questions until dialog begins between group members and parents.

ROLE OF TRAINER

1. Identify and contact panel members, securing their participation.
2. Conduct the panel interview. Use one trainer skilled in interviewing techniques. The question and answer section closes the session.

DIRECTIONS

Session 12

INSTRUCTIONS: LARGE GROUP PRESENTATION (10 minutes)

1. Explain the goal and objectives of this session.
2. Establish the mood of importance of family involvement in the development of the life centered competencies. Explain the ground rules for panel presentations, as in the previous session: stay on target, don't stray from the topic, and allow one question at a time from the audience.

FAMILY INVOLVEMENT: LARGE GROUP PRESENTATION (45 minutes)

1. Introduce the parent panel.
2. Conduct the session informally, asking the following questions of panel members:

   - Which competencies can family members help students acquire?
   - What are some specific activities or techniques parents can use in helping students acquire the competencies?
   - What difficulties will parents encounter in helping students acquire competencies?
   - What services can the community and school provide to parents to assist with helping students attain the competencies?
   - What can parents do to provide support to the school personnel in helping students acquire the competencies?

3. Thank the panel speakers for their participation.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (20 minutes)

1. Trainer should entertain questions regarding assistance which families can provide for the career education of students with mild retardation.
2. Trainer should summarize the important concepts discussed during the previous activity.
3. LEA or trainer should refer participants to the resource material describing Family Contributions and Children Learn What They Live.
4. Complete Session 12 evaluation form if appropriate.

RESOURCE MATERIALS

Session 12

FAMILY CONTRIBUTIONS

With the Student

- Provide hands on experiences.
- Permit enough time to learn necessary community living skills.
- Be patient and give a lot of positive reinforcement by praising every achievement.
- Encourage independence (avoid being authoritarian and domineering).
- Assign specific job tasks early and permit the learning of *all* household tasks.
- Provide a secure psychological environment.
- Encourage neighborhood involvements.
- Take the student with you to community functions.
- Encourage siblings to assist in the development of skills.
- Focus on building self confidence, responsibility, and independence.
- Concentrate on building work skills, interests, and values very early and constantly.
- Avoid embarrassing or demeaning incidents.
- Arrange time to sit quietly with your child to discuss school.
- Permit him/her to participate in family decisions.
- Develop family projects and activities for the entire family such as camping trips, building projects, and vacations.

With the School

- Work closely with various teachers and counselors in designing and monitoring the student's individualized education plan.
- Participate in workshops to learn more about roles and responsibilities.
- Assist in the development of community resources to meet program objectives and student needs.
- Volunteer to assist teachers in and out of the classroom as needed.
- Serve on advisory committees concerned with curriculum and other career education matters by sharing ideas and concerns.
- Praise school personnel for work well done.

EXAMPLES OF FAMILY CONTRIBUTION TO CAREER EDUCATION

The life centered competencies are readily applicable for development by parents and other family members of students with mild retardation and can, for the most part, be included in routine activities within the home. The following is a list of examples of how the competencies can be emphasized and practiced in the home.

Managing Family Finances. One of the simplest ways the family can assist the student in this competency is to provide numerous experiences in identifying money correctly and to allow the student to make purchases and return with the correct change. Depending on the student's maturity and ability level, managing a weekly allowance is a possible ongoing activity. This coincides with the competency Achieving Independence.

Selecting, Managing, and Maintaining a Home. Using basic appliances and tools is a subcompetency for which the family often provides direct instruction. Maintaining a home is usually a daily activity in which the student can participate. Modeling will be beneficial, but participation is helpful training for this competency and ultimately leads to the student becoming self sufficient.

Caring for Personal Needs. Dressing appropriately is a subcompetency in this skill which can be dealt with directly in the home. This does not mean picking out the clothes for the student but rather assisting and discussing the choices about dress. This competency also encompasses basic hygiene and grooming which can be fostered in a variety of ways in the home.

Raising Children, Enriching Family Living. These skills entail successfully modeling the responsibilities and lifestyle(s) of marriage. Parents can place emphasis on the importance and necessity of carrying out these responsibilities and provide instruction and practice in basic safety procedures.

Buying and Preparing Food. Since this competency encompasses selection, purchasing, and preparation of food, and the family's daily routine usually includes all of these processes, this competency can easily be demonstrated, explained, discussed, and practiced continually under direct parent supervision.

Buying and Caring for Clothing. The student should be involved in the entire process of choosing clothing within a specified budget. Responsibility for caring for clothing should be encouraged. These responsibilities will change as the student matures.

Engaging in Civic Activities. This competency involves informing the student of basic laws, rules, and regulations in the local community, taking the student to different organizations appropriate for his/her maturity and ability level, and exposing him/her to a variety of activities available within the community. Parent involvement can provide a strong motivation for the student to participate in civic activities.

Utilizing Recreation and Leisure Time. Parents can familiarize the student with recreational facilities and various ways to spend leisure time, engage in recreational and leisure activities with the student, and encourage the student to choose recreation and leisure activities within his/her budget. Allowing the student to join in planning

family vacations or outings can gain the student's interest in recreation and leisure and develop this competency further.

See Adult/Peer Roles in Chapter 3, *Life Centered Career Education: A Competency Based Approach,* for other examples of family involvement.

CHILDREN LEARN WHAT THEY LIVE*

- If a child lives with criticism, he learns to condemn.
- If a child lives with hostility, he learns to fight.
- If a child lives with fear, he learns to be apprehensive.
- If a child lives with pity, he learns to feel sorry for himself.
- If a child lives with ridicule, he learns to be shy.
- If a child lives with jealousy, he learns what envy is.
- If a child lives with shame, he learns to feel guilty.
- If a child lives with encouragement, he learns to be confident.
- If a child lives with tolerance, he learns to be patient.
- If a child lives with praise, he learns to be appreciative.
- If a child lives with acceptance, he learns to love.
- If a child lives with approval, he learns to like himself.
- If a child lives with recognition, he learns that it is good to have a goal.
- If a child lives with sharing, he learns about generosity.
- If a child lives with honesty and fairness, he learns what truth and justice are.
- If a child lives with security, he learns to have faith in himself and in those about him.
- If a child lives with friendliness, he learns that the world is a nice place in which to live.
- If you live with serenity, your child will live with peace of mind.

With what is your child living?

Dorothy Law Nolte

*Canfield, J., and Wells, H. C. *One-hundred ways to enhance self-concept in the classroom: A handbook for teachers and parents.* Englewood Cliffs NJ: Prentice-Hall, 1976.

EVALUATION FORM

Session 12

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 12 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the twelfth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Identifying the life centered competencies which can be taught to students with mild retardation by family members in the home.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Recognizing the major difficulties experienced by parents in assisting these students to acquire the life centered competencies.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Acquiring knowledge about strategies which family members can use with these students to facilitate attainment of the life centered competencies.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

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OVERVIEW

Session 13: Individualized Education Program

Goal: Familiarize participants with recent federal legislation and Individualized Education Programs (IEP's) pertaining to handicapped students.

Objectives: The participants should be able to:

1. Acquire knowledge about Public Law 94-142 relative to specific mandates established to guarantee a quality education for all students.
2. Comprehend the rationale for developing a competency oriented Individualized Education Program (IEP).
3. Develop an IEP for a student using the life centered competencies and concepts as integral components.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	5 minutes	Local educational advisor
Recent Federal Legislation and IEP's	Large Group Presentation	25 minutes	Trainer
IEP	Small Group Activity	35 minutes	Trainers
Questions and Answers	Large Group Discussion	10 minutes	Trainer
		1¼ hours	

MATERIALS/RESOURCES NEEDED

1. Overhead projector and screen; filmstrip projector and tape recorder (optional).
2. Foundation for Exceptional Children (FEC) slide presentation on IEP's (optional).
3. Resource Materials for Session 13.
4. Worksheet on Individualized Education Program Form.
5. Session 13 evaluation form.

PREPLANNING ACTIVITIES

1. Review Public Law 94-142 and any available literature explaining recent legislation for the handicapped and Individualized Education Programs (IEP's).
2. Trainer must obtain:
   - Copies of the worksheet IEP Form for all participants.
   - *Federal Register,* Tuesday, August 23, 1977, Part II, Implementation of Part B of The Education for All Handicapped Children Act, from Superintendent of Documents, US Government Printing Office, Washington, D.C. 20402 (selected portions of the law and the regulations have been reproduced in the resource materials).
   - Audio/filmstrip—"Fulfilling the Promise" from *Individualized Education Programs for Handicapped Children,* cost $65.00, The Foundation for Exceptional Children, 1920 Association Drive, Reston VA 22091 (optional).
3. Review resource material on IEP's, and filmstrip, if used.

CONSIDERATIONS

1. If this session is to be the beginning of a new workshop, be sure to include introductory remarks, e.g., welcome new participants, make group assignments, and mention any other details.
2. Trainer must become knowledgeable about Public

Law 94-142, IEP components, and development of IEP's.

3. Trainer must be prepared to answer questions and deal with emotional issues regarding placement of handicapped students in regular classes.

ROLE OF TRAINER

1. Provide supplemental information during the small group activity.
2. Keep each small group on task during the small group activity.

DIRECTIONS

Session 13

INSTRUCTIONS: LARGE GROUP PRESENTATION (5 minutes)

1. Explain the goal and objectives of this session.
2. Indicate that this session conveys important skills for developing a major component of a quality career education plan.
3. Mention that the participants will listen to a presentation or view a filmstrip about Public Law 94-142 concerning Individualized Education Programs.

RECENT FEDERAL LEGISLATION AND INDIVIDUALIZED EDUCATION PROGRAMS: LARGE GROUP PRESENTATION (25 minutes)

1. Give a formal presentation about Public Law 94-142 or show the FEC filmstrip "Fulfilling the Promise" explaining the components of Public Law 94-142 that relate to the development of the IEP. Trainers conducting this component must have a complete understanding of the law and its impact on public education.
2. Emphasize Public Law 94-142 and its requirements to establish an IEP for all handicapped students.
3. Explain the regulations for implementing Public Law 94-142.
4. Pose the question: "What is an IEP and what are its basic components?" This should stimulate discussion and create a receptive mind set.
5. Discuss the following IEP components. What is their reference?
   - Statement of student's present levels of education performance.
   - Statement of annual goals.
   - Statement of short term individual objectives.
   - Statement of specific educational services needed for these students: special education, physical education, and related services; media and other special materials.
   - Date and length of time that services will be offered.
   - Description of extent to which the student will be involved in regular classes.
   - Justification for the type of educational placement prescribed for the student.
   - List of individuals responsible for implementing the student IEP.
   - List of criteria, evaluation procedures, and schedule for assessing short term instructional objectives.
6. Mention that the Life Centered Career Education plan will include the IEP as a major component.
7. Emphasize that the IEP statement of annual goals component can include student acquisition of the 22 life centered competencies.
8. Emphasize that the IEP statement of short term instructional objectives component can include student selection of specific subcompetencies.
9. Emphasize the advantage of using the Life Centered Career Education approach by stating that the IEP objective criteria, evaluation procedures, and schedule for assessment component can be measured by using the Competency Rating Scale and the Competency Rating Scale Manual.
10. Encourage questions and reactions from participants.

INDIVIDUALIZED EDUCATION PROGRAM: SMALL GROUP ACTIVITY (35 minutes)

1. Mention that the small group activity will be a simulated experience to develop an IEP for a student with mild retardation using the Student Individualized Education Program format.
2. The group must develop an IEP for a student with the following characteristics and family background. Read or paraphrase:

> Bill is a 16 year old student with mild retardation who was retained once during his second school year. He is a medium sized boy and slightly overweight for his age. Bill has a reading level comparable to a typical third grade student. He is a shy, withdrawn boy and enjoys building automobile and airplane models. The shyness could be attributed to a lack of a father image in his home, as Bill's parents were divorced when he was three years old. Consequently, Bill was raised by his mother.
>
> The mother, a high school dropout, has been employed for several years as a maid at a local motel. Therefore, much of Bill's formative years were influenced by an older sister who cared for him during the absence of his working mother.

3. Mention the components of the IEP which include the life centered competencies, subcompetencies, and competency evaluation:
   - Annual goals (competencies).
   - Short term instructional goals (subcompetencies).
   - Criteria/evaluation procedures and assessment schedule (Competency Rating Scale—CRS).
4. Have participants move into small group setting.
5. Have each group select a recorder to develop the IEP, using the IEP Form.
6. Mention that the trainers will assist small groups during this session.
7. Have group members work through Section VIII on the IEP worksheet.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (10 minutes)

1. Ask for participant reactions about developing an IEP.
2. Encourage discussion about differences involved be-

cause of different ages, sex, and grade level.

Note: Capitalize on the expertise encountered in the simulation problem and encourage participants to react to new concepts, strategies, or difficulties which emerge during the IEP development.

3. Close the session by reviewing that Public Law 94-142 mandates an IEP to be developed for every handicapped student. Expand on the idea that the Life Centered Career Education approach provides much of the needed information for developing the IEP.
4. Ask for worksheets from each group recorder.
5. Complete Session 13 evaluation form if appropriate.

PUBLIC LAW 94-142 AND THE IEP

What Does the Term Individualized Education Program Mean?

(19) The term "individualized education program" means a written statement for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and whenever appropriate, such child, which statement shall include (A) a statement of the present levels of educational performance of such child, (B) a statement of annual goals, including short-term instructional objectives, (C) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, (D) the projected date for initiation and anticipated duration of such services, and appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved. (P.L. 94-142 Sec. 4(a)(19))

What Is One Factor that Greatly Influences Placement Decisions?

"(5) The State has established (A) procedural safeguards as required by section 615, (B) procedures to assure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (P.L. 94-142 Sec. 612(5))

Least Restrictive Environment

§ 121a.550 General.

(a) Each State educational agency shall insure that each public agency establishes and implements procedures which meet the requirements of §§ 121a.550-121a.556.

(b) Each public agency shall insure:

(1) That to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and

(2) That special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

(20 U.S.C. 1412(5)(B); 1414(a)(1)(C)(iv).)

What Is Included under Special Education and Related Services?

§ 121a.13 Related Services.

(a) As used in this part, the term "related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

(b) The terms used in this definition are defined as follows:

(1) "Audiology" includes:

(i) Identification of children with hearing loss;

(ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;

(iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;

(iv) Creation and administration of programs for prevention of hearing loss;

(v) Counseling and guidance of pupils, parents, and teacher regarding hearing loss; and

(vi) Determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

(2) "Counseling services" means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

(3) "Early identification" means the implementation of a formal plan for identifying a disability as early as possible in a child's life.

(4) "Medical services" means services provided by a licensed physician to determine a child's medically related handicapping condition which results in the child's need for special education and related services.

(5) "Occupational therapy" includes:

(i) Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;

(ii) Improving ability to perform tasks for independent functioning when functions are impaired or lost; and

(iii) Preventing, through early intervention, initial or further impairment or loss of function.

(6) "Parent counseling and training" means assisting parents in understanding the special needs of their child

and providing parents with information about child development.

(7) "Physical therapy" means services provided by a qualified physical therapist.

(8) "Psychological services" include:

(i) Administering psychological and educational tests, and other assessment procedures;

(ii) Interpreting assessment results;

(iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;

(iv) Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations; and

(v) Planning and managing a program of psychological services, including psychological counseling for children and parents.

(9) "Recreation" includes:

(i) Assessment of leisure function;

(ii) Therapeutic recreation services;

(iii) Recreation programs in schools and community agencies; and

(iv) Leisure education.

(10) "School health services" means services provided by a qualified school nurse or other qualified person.

(11) "Social work services in schools" include:

(i) Preparing a social or developmental history on a handicapped child;

(ii) Group and individual counseling with the child and family;

(iii) Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and

(iv) Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program.

(12) "Speech pathology" includes:

(i) Identification of children with speech or language disorders;

(ii) Diagnosis and appraisal of specific speech or language disorders;

(iii) Referral for medical or other professional attention necessary for the habilitation of speech or language disorders;

(iv) Provisions of speech and language services for the habilitation or prevention of communicative disorders; and

(v) Counseling and guidance of parents, children, and teachers regarding speech and language disorders.

(13) "Transportation" includes:

(i) Travel to and from school and between schools,

(ii) Travel in and around school buildings, and

(iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a handicapped child.

(20 U.S.C. 1401 (17).)

Comment. With respect to related services, the Senate Report states:

The Committee bill provides a definition of "related services," making clear that any such related services may not be required for each individual child and that such term includes early identification and assessment of handicapping conditions for the provision of services to minimize the effects of such conditions.

(Senate Report No. 94-168, p. 12 (1975).)

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, and art, music, and dance therapy), if they are required to assist a handicapped child to benefit from special education.

There are certain kinds of services which might be provided by persons from varying professional backgrounds and with a variety of operational titles, depending upon requirements in individual States. For example, counseling services might be provided by social workers, psychologists, or guidance counselors; and psychological testing might be done by qualified psychological examiners, psychometrists, or psychologists, depending upon State standards.

Each related service defined under this part may include appropriate administrative and supervisory activities that are necessary for program planning, management, and evaluation. Regulations Sec. 121a.13)

§ 121a.14 Special education.

(a) (1) As used in this part, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

(2) The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under State standards.

(3) The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child.

(b) The terms in this definition are defined as follows:

(1) "At no cost" means that all specially designed instruction is provided without charge, but does not preclude incidental fees which are normally charged to nonhandicapped students or their parents as a part of the regular education program.

(2) "Physical education" is defined as follows:

(i) The term means the development of:

(A) Physical and motor fitness;

(B) Fundamental motor skills and patterns; and

(C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

(ii) The term includes special physical education, adapted physical education, movement education, and motor development.

(20 U.S.C. 1401 (16).)

(3) "Vocational education" means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

(20 U.S.C. 1401(16).)

Comment. (1) The definition of "special education" is a particularly important one under these regulations, since a child is not handicapped unless he or she needs special education. (See the definition of "handicapped children" in section 121a.5.) The definition of "related services" (section 121a.13) also depends on this definition, since a related service must be necessary for a child to benefit from special education. Therefore, if a child does not need special education, there can be no "related services," and the child (because not "handicapped") is not covered under the Act.

(2) The above definition of vocational education is taken from the Vocational Education Act of 1963, as amended by Pub. L. 94-482. Under this Act, "vocational education" includes industrial arts and consumer and homemaking education programs.

Who Must Have an IEP and When Should It Be Implemented?

§ 121a.341 State educational agency responsibility.

(a) *Public agencies.* The State educational agency shall insure that each public agency develops and implements an individualized education program for each of its handicapped children.

(b) *Private schools and facilities.* The State educational agency shall insure that an individualized education program is developed and implemented for each handicapped child who:

(1) Is placed in or referred to a private school or facility by a public agency; or

(2) Is enrolled in a parochial or other private school and receives special education or related services from a public agency.

(20 U.S.C. 1412 (4), (6); 1413(a) (4).)

Comment: This section applies to all public agencies, including other State agencies (e.g., departments of mental health and welfare), which provide special education to a handicapped child either directly, by contract or through other arrangements. Thus, if a State welfare agency contracts with a private school or facility to provide special education to a handicapped child, that agency would be responsible for insuring that an individualized education program is developed for the child.

§ 121a.342 When individualized education programs must be in effect.

(a) On October 1, 1977, and at the beginning of each school year thereafter, each public agency shall have in effect an individualized education program for every handicapped child who is receiving special education from that agency.

(b) An individualized education program must:

(1) Be in effect before special education and related services are provided to a child; and

(2) Be implemented as soon as possible following the meetings under § 121a.343.

(20 U.S.C. 1412 (2) (B), (4), (6); 1414(a) (5); Pub. L. 94-142, Sec. 8(c) (1975).)

Comment. Under paragraph (b) (2), it is expected that a handicapped child's individualized education program (IEP) will be implemented immediately following the meetings under § 121a.343. An exception to this would be (1) when the meetings occur during the summer or a vacation period, or (2) where there are circumstances which require a short delay (e.g., working out transportation arrangements). However, there can be no undue delay in providing special education and related services to the child.

When Must IEP Meetings Be Scheduled?

§ 121a.343 Meetings.

(a) *General.* Each public agency is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising a handicapped child's individualized education program.

(b) *Handicapped children currently served.* If the public agency has determined that a handicapped child will receive special education during school year 1977-1978, a meeting must be held early enough to insure that an individualized education program is developed by October 1, 1977.

(c) *Other handicapped children.* For a handicapped child who is not included under paragraph (b) of this action, a meeting must be held within thirty calendar days of a determination that the child needs special education and related services.

(d) *Review.* Each public agency shall initiate and conduct meetings to periodically review each child's individualized education program and if appropriate revise its provisions. A meeting must be held for this purpose at least once a year.

(20 U.S.C. 1412 (2)(B), (4), (6); 1414(a) (5).)

Comment. The dates on which agencies must have individualized education programs (IEPs) in effect are specified in § 121a.342 (October 1, 1977, and the beginning of each school year thereafter). However, except for new handicapped children (i.e., those evaluated and determined to need special education after October 1, 1977), the timing of meetings to develop, review, and revise IEPs is left to the discretion of each agency.

In order to have IEPs in effect by the dates in § 121a.342, agencies could hold meetings at the end of the school year or during the summer preceding those dates. In meeting the October 1, 1977 timeline, meetings could be conducted up through the October 1 date. Thereafter, meetings may be held any time throughout the year, as long as IEPs are in effect at the beginning of each school year.

The statute requires agencies to hold a meeting at least once each year in order to review, and if appropriate revise, each child's IEP. The timing of those meetings could be on the anniversary date of the last IEP meeting on the child, but this is left to the discretion of the agency.

Who Should Participate in the Meetings?

§ 121a.344 Participants in meetings.

(a) *General.* The public agency shall insure that each meeting includes the following participants:

(1) A representative of the public agency, other than the child's teacher, who is qualified to provide, or supervise the provision of, special education.

(2) The child's teacher.

(3) One or both of the child's parents, subject to § 121a.345.

(4) The child, where appropriate.

(5) Other individuals at the discretion of the parent or agency.

(b) *Evaluation personnel.* For a handicapped child who has been evaluated for the first time, the public agency shall insure:

(1) That a member of the evaluation team participates in the meeting; or

(2) That the representative of the public agency, the child's teacher, or some other person is present at the meeting, who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation.

(20 U.S.C. 1401(19); 1412(2)(B), (4), (6); 1414(a)(5).)

Comment. 1. In deciding which teacher will participate in meetings on a child's individualized education program, the agency may wish to consider the following possibilities:

(a) For a handicapped child who is receiving special education, the "teacher" could be the child's special education teacher. If the child's handicap is a speech impairment, the "teacher" could be the speech-language pathologist.

(b) For a handicapped child who is being considered for placement in special education, the "teacher" could be the child's regular teacher, or a teacher qualified to provide education in the type of program in which the child may be placed, or both.

(c) If the child is not in school or has more than one teacher, the agency may designate which teacher will participate in the meeting.

2. Either the teacher or the agency representative should be qualified in the area of the child's suspected disability.

3. For a child whose primary handicap is a speech impairment, the evaluation personnel participating under paragraph (b) (1) of this section would normally be the speech-language pathologist.

Generally, having a large group of people at an IEP meeting may be unproductive and very costly, and could essentially defeat the purpose of insuring active, open parent involvement.

While it is necessary to insure that all direct services personnel who work with a handicapped child are informed about and involved in implementing the child's IEP, this does not mean that they should attend the IEP meetings. The mechanism for insuring the involvement of all IEP implementers is left to the discretion of each agency (e.g., the child's teacher, or principal, or supervisor could have that responsibility). However, this is a basic administrative procedure which can be handled outside of the context of the IEP meeting.

The statute does not require all IEP implementers to be involved in the meetings. In fact, the definition of IEP in section 602(19) of the Act includes only four people (e.g., a special education provider or supervisor, the teacher, the parent, and the child, where appropriate). Moreover, it was the intent of Congress that IEP meetings generally be small. This position is reflected in the following statement by Senator Randolph in the June 18, 1975 Congressional Record:

"In answer to my colleague, it was the intent, and I believe, I can speak for the subcommittee and the committee in this matter, that these meetings *** be small meetings; that is, confined to those persons who have, naturally an intense interest in a particular child, i.e., the parent or parents, and in some cases the guardian of the child. Certainly the teacher involved or even more than one teacher would be included. In addition, there should be a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children.

These are the persons that we thought might well be included. That is why we have called them "individualized planning conferences". We believe that they are worthwhile, and we discussed this very much as we drafted the legislation."

While very large IEP meetings might generally be inappropriate, there may be specific instances where additional participants are essential. In order to enable other persons to be included, the Office of Education retained a provision from the proposed rules which authorized the attendance of "other participants, at the discretion of the agency or parents."

Comment: Some commenters recommended that members of the evaluation team participate in IEP meetings.

Response: A new paragraph has been added which states, in effect, that an evaluation person must participate in any IEP meetings conducted for handicapped children who have been evaluated for the first time (i.e., the preplacement evaluation required under section 121a.531 of Subpart E). Since the meeting is intended to develop an education program for the child, it is essential that someone at the meeting be familiar with the child's evaluation.

Comment: Several commenters recommended that the representative of the agency be qualified in the disability area in which the IEP is written.

Response: A comment has been added following section 121a.344 which suggests (but does not require) that either the teacher or the agency representative should be qualified in the area of suspected disability. At the time of the meeting, the public agency may not yet have hired a person qualified to provide special education with respect to that suspected disability.

What Must the Public Agency Offer in the Way of Placement Options?

§ 121a.551 Continuum of alternative placements.

(a) Each public agency shall insure that a continuum of alternative placements is available to meet the needs of handicapped children for special education and related services.

(b) The continuum required under paragraph (a) of this section must:

(1) Include the alternative placements listed in the definition of special education under § 121a.13 of Subpart A (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions), and

(2) Make provision for supplementary services (such

as resource room or itinerant instruction) to be provided in conjunction with regular class placement.
(20 U.S.C. 1412(5)(B).)

§ 121a.553 Nonacademic settings.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in § 121a.306 of Subpart C, each public agency shall insure that each handicapped child participates with nonhandicapped children in those services and activities to the maximum extent appropriate to the needs of that child.
(20 U.S.C. 1412(5)(B).)

Comment. Section 121a.553 is taken from a new requirement in the final regulations for Section 504 of the Rehabilitation Act of 1973. With respect to this requirement, the analysis of the Section 504 Regulations includes the following statement: [A new paragraph] specifies that handicapped children must also be provided nonacademic services in as integrated a setting as possible. This requirement is especially important for children whose educational needs necessitate their being solely with other handicapped children during most of each day.

§ 121a.552 Placements.

Each public agency shall insure that:

(a) Each handicapped child's educational placement:

(1) Is determined at least annually,

(2) Is based on his or her individualized education program, and

(3) Is as close as possible to the child's home;

(b) The various alternative placements included under § 121a.551 are available to the extent necessary to implement the individualized education program for each handicapped child;

(c) Unless a handicapped child's individualized education program requires some other arrangement, the child is educated in the school which he or she would attend if not handicapped; and

(d) In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services which he or she needs.
(20 U.S.C. 1412(5)(B).)

Comment. Section 121a.552 includes some of the main factors which must be considered in determining the extent to which a handicapped child can be educated with children who are not handicapped. The overriding rule in this section is that placement decisions must be made on an individual basis. The section also requires each agency to have various alternative placements available in order to insure that each handicapped child receives an education which is appropriate to his or her individual needs.

The analysis of the regulations for Section 504 of the Rehabilitation Act of 1973 (45 CFR Part 84—Appendix, Paragraph 24) includes several points regarding educational placements of handicapped children which are pertinent to this section:

1. With respect to determining proper placements, the analysis states: "*** it should be stressed that, where a handicapped child is so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the handicapped child cannot be met in that environment. Therefore regular placement would not be appropriate to his or her needs***."

2. With respect to placing a handicapped child in an alternate setting, the analysis states that among the factors to be considered in placing a child is the need to place the child as close to home as possible. Recipients are required to take this factor into account in making placement decisions. The parent's right to challenge the placement of their child extends not only to placement in special classes or separate schools, but also to placement in a distant school, particularly in a residential program. An equally appropriate education program may exist closer to home; and this issue may be raised by the parent under the due process provisions of this subpart.

WORKSHEET

Session 13

INDIVIDUALIZED EDUCATION PROGRAM FORM
(Use attachments as needed for each student)

Student's Name:_____ School:_____ Grade:_____ Date:_____

SECTION I: PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

SECTION II: ANNUAL GOALS. This student will progress toward acquiring functional behaviors in the following competency areas: (Check the appropriate annual goals.)

____ 1. Managing Family Finances
____ 2. Selecting, Managing, Maintaining Home
____ 3. Caring for Personal Needs
____ 4. Raising Children, Enriching Family Living
____ 5. Buying and Preparing Food
____ 6. Buying and Caring for Clothing
____ 7. Engaging in Civic Activities
____ 8. Utilizing Recreation and Leisure
____ 9. Getting Around Community (Mobility)
____10. Achieving Self Awareness
____11. Acquiring Self Confidence
____12. Achieving Socially Responsible Behavior
____13. Maintaining Good Interpersonal Relationships
____14. Achieving Independence
____15. Achieving Problem-Solving Skills
____16. Communicating Adequately With Others
____17. Knowing & Exploring Occupational Possibilities
____18. Selecting & Planning Occupational Choices
____19. Exhibiting Appropriate Work Habits & Behaviors
____20. Developing Physical-Manual Skills
____21. Obtaining a Specific Occupational Skill
____22. Seeking, Securing & Maintaining Employment

For additional Annual Goals, attach another sheet.

SECTION III: SPECIFIC EDUCATIONAL SERVICES NEEDED for this student requiring special service.

Goal No.	Special Services Needed	Special Media/Materials and Equipment	Individual Implementors

SECTION IV: SHORT TERM INDIVIDUAL OBJECTIVES: This student will receive assistance focusing on the following short term individual objectives. Check specific behaviors and use an attachment for this section if these objectives are developed independently by the implementor. The numbers in parentheses indicate the annual goal, listed on the previous page, under which these behaviors will be used:

___ 1. Identify money & make correct change(1)
___ 2. Make wise expenditures(1)
___ 3. Obtain & use bank & credit services(1)
___ 4. Keep basic financial records(1)
___ 5. Calculate and pay taxes(1)
___ 6. Select adequate housing(2)
___ 7. Maintain a home(2)
___ 8. Use basic appliances and tools(2)
___ 9. Maintain home exterior(2)
___10. Dress appropriately(3)
___11. Exhibit proper grooming and hygiene(3)
___12. Physical fitness, nutrition, weight control(3)
___13. Common illness prevention & treatmt.(3)
___14. Prepare for adjustment to marriage(4)
___15. Prep. raising children (physical care)(4)
___16. Prep. raising children (psychological care)(4)
___17. Practice family safety in home(4)
___18. Demonstrate appropriate eating skills(5)
___19. Plan balanced meals(5)
___20. Purchase food(5)
___21. Prepare meals(5)
___22. Clean food preparation areas(5)
___23. Store food(5)
___24. Wash clothing(6)
___25. Iron and store clothing(6)
___26. Perform simple mending(6)
___27. Purchase clothing(6)
___28. Understand local laws(7)
___29. Understand federal government(7)
___30. Understd citizenship rights & respon(7)
___31. Understd regis. & voting procedures(7)
___32. Understd selective service procedrs(7)
___33. Rights & resp. when questioned by law(7)
___34. Participate in group activities(8)
___35. Know activities & community resources(8)
___36. Understand recreational values(8)
___37. Use recreational facilities in community(8)
___38. Plan and choose activities wisely(8)
___39. Plan vacations(8)
___40. Know traffic rules & safety practices(9)
___41. Know various means of transportation(9)
___42. Drive a car(9)
___43. Attain a sense of body(10)
___44. Identify interests & abilities(10)
___45. Identify emotions(10)
___46. Identify needs(10)
___47. Understand physical self(10)
___48. Express feelings of worth(11)
___49. Tell how others see him/her(11)
___50. Accept praise(11)
___51. Accept criticism(11)
___52. Develop confidence in self(11)
___53. Character traits needed for acceptance(11)
___54. Know proper behavior in public(12)
___55. Respect for rights & prop. of others(12)
___56. Rec. authority & follow instructions(12)
___57. Recognize personal roles(12)
___58. Know how to listen and respond(13)
___59. Make and maintain friendships(13)
___60. Establish heterosexual relationships(13)
___61. Establish close relationships(13)
___62. Understd impact of behavior on others(14)
___63. Understood self organization(14)
___64. Develop goal seeking behavior(14)
___65. Strive toward self actualization(14)
___66. Differentiate bipolar concepts(15)
___67. Understand the need for goals(15)
___68. Look at alternatives(15)
___69. Anticipate consequences(15)
___70. Know where to find good advice(15)
___71. Recognize emergency situations(16)
___72. Read at level needed for future goals(16)
___73. Write at level needed for future goals(16)
___74. Speak adequately for understanding(16)
___75. Understand subtleties of communication(16)
___76. Personal values met through work(17)
___77. Societal values met through work(17)
___78. Remunerative aspects of work(17)
___79. Classification of jobs(17)
___80. Local occupational opportunities(17)
___81. Sources of occupational information(17)
___82. Identify major occupational needs(18)
___83. Identify major occupational interests(18)
___84. Identify occupational aptitudes(18)
___85. Identify job requirements(18)
___86. Make realistic occupational choices(18)
___87. Follow directions(19)
___88. Work with others(19)
___89. Work at a satisfactory rate(19)
___90. Accept supervision(19)
___91. Attendance and punctuality(19)
___92. Meet demands for quality work(19)
___93. Demonstrate occupational safety(19)
___94. Demonstrate balance & coordination(20)
___95. Demonstrate manual dexterity(20)
___96. Demonstrate stamina & endurance(20)
___97. Demonstrate sensory discrimination(20)
___98. Search for a job(22)
___99. Apply for a job(33)
__ 100. Interview for a job(22)
__ 101. Adjust to competitive standards(22)
__ 102. Post school occupational adjustment(22)

For additional Short Term Individual Objectives, attach another sheet.

SECTION V: Date and length of time relative to Specific Educational Services Needed for this student:

Goal Number	Beginning Date	Ending Date	Goal Number	Beginning Date	Ending Date

SECTION VI: Description of extent to which this student will participate in regular education program:

	Percent of Time	*Narrative Description/Reaction*
Language Arts	_____%	
Math	_____%	
Science	_____%	
Social Science	_____%	
Vocational	_____%	
Physical Education	_____%	
(other)_____	_____%	
(other)_____	_____%	

SECTION VII: Justification for type of educational placement of this student:

SECTION VIII: Individuals responsible for implementing the Individual Education Program:

Name	*Role/Responsibility*

SECTION IX: Objective Criteria, Evaluation Procedures, and Schedule for Assessing Short Term Objectives:

Objective Criteria: Are included and can be found in the COMPETENCY RATING SCALE (CRS). Criteria listed reflect the short term individual objectives checked in Section III of this form.

Evaluation Procedures: Can be determined by the IEP Committee reviewing the *Competency Rating Scale Manual.*

Schedule for Assessment: Include time, date, frequency, place, etc.

SECTION X: Estimated date, location, and time for next IEP Committee Review Conference.

EVALUATION FORM

Session 13

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 13 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the thirteenth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Interpreting Public Law 94-142 relative to mandates established to guarantee quality education for handicapped students.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Comprehending the rationale for establishing a competency oriented Individualized Education Program (IEP).	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Designing a career oriented IEP for a student which includes Life Centered Career Education concepts and documents as integral components.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

School _____ 187

OVERVIEW

Session 14: Student Assessment

Goal: Familiarize participants with evaluation procedures for use with students with mild retardation.

Objectives: The participants should be able to:

1. Recognize appropriate procedures for evaluating the educational performance.
2. Use the Competency Rating Scale (CRS) to assess the extent to which students have acquired a subcompetency.
3. Learn how to use the CRS as an integral component of an Individualized Education Program.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	5 minutes	Local educational advisor
Evaluation of Life Centered Competencies	Large Group Presentation	25 minutes	Local educational advisor/ trainer
Practice CRS Rating	Small Group Activity	15 minutes	Trainers
Reactions to CRS Rating	Small Group Report	5 minutes	Local educational advisor/ trainer
Questions and Answers	Large Group Discussion	10 minutes	Local educational advisor
		1 hour	

MATERIALS/RESOURCES NEEDED

1. Overhead projector and screen.
2. Transparencies for Session 14.
3. *Life Centered Career Education: A Competency Based Approach.*
4. CRS record forms.
5. Case Study.
6. Resource Materials for Session 14.
7. Session 14 evaluation form.

PREPLANNING ACTIVITIES

1. Review CRS manual in Appendix A of *Life Centered Career Education: A Competency Based Approach.*
2. Review the Competency Rating Scale Forms (see Appendix A).
3. Review case study "Bill's Behaviors." (See participants' materials).
4. Duplicate sufficient CRS record forms for small group use.

CONSIDERATIONS

1. Trainer must be knowledgeable about the CRS approach to student evaluation.
2. Trainer must be prepared to identify those behaviors in "Bill's Behaviors" which relate to CRS criteria for subcompetencies rated. The criteria and ratings (shown on Transparency 6) are:

Subcompetency	*Criteria*	*Rating*
1	a, b	1
5	a, b	1
44	a, b, c, d	2
54	a, b, c, d	2
78	a, b	1
85	a, b	1

ROLE OF TRAINER

1. Assist with large group presentation.
2. Coordinate small group activity and report.

DIRECTIONS

Session 14

INSTRUCTIONS: LARGE GROUP PRESENTATION (5 minutes)

1. Explain the goal and objectives of this session.
2. Indicate that accurate student competency assessment is extremely important for program planning and is a difficult, but necessary, task.
3. Emphasize the need to use a variety of appraisal techniques to replace the traditional pencil and paper test.
4. Encourage participants to read the section on Alternative Evaluation Techniques in Chapter 6 of *Life Centered Career Education: A Competency Based Approach* before attending Session 16.
5. Refer participants to the resource material on Competency Rating Scale.

EVALUATION OF COMPETENCIES: LARGE GROUP PRESENTATION (25 minutes)

1. Present an overview of the Student Competency Rating Scale.

(Use Transparency 1.)
The Competency Rating Scale is an experimental rating instrument designed to assist teachers evaluating student mastery of the life centered competencies. The actual items comprising the scale are the 102 subcompetencies.

At the back of *Life Centered Career Education: A Competency Based Approach* is the CRS manual which describes the rating procedure, use of the record forms, and the behavioral criteria which serve as a basis for the rating. (Have participants open their books for the CRS manual.)

The rater must become familiar with the three basic areas before actually beginning the task of rating students. Section I of the manual describes three sources of information regarding student performance or behavior which the rater can use to derive a rating for each subcompetency.

The first and most useful source is the rater's own immediate observation of the student's performance or behavior.

The second source is the rater's personal observation records of past performance or behavior.

The final source is records of other personnel regarding student performance or behavior.

(Use Transparency 2.)
After the rater is satisfied that sufficient data have been collected, a rating from the rating key can be assigned to each subcompetency. Section I of the manual describes the rating key. The ratings are assigned a numerical score of 0, 1, or 2. The possible ratings are: 0 = Not Competent, student is unable to perform any of the behavioral criteria for the subcompetency; 1 = Partially Competent, student is able to perform at least one but not all the behavioral criteria; 2 = Competent, student is able to perform all the behavioral criteria; and NR = Not Rated, for those subcompetencies the rater is unable to rate.

A yes/no judgment can be made for each subcompetency for students who, at the time of *final rating*, are rated 0 or 1. This reflects the rater's judgment regarding the student's ability to perform the subcompetency with assistance. If possible, the rater should seek advice from other adults responsible for teaching the specified competency.

(Use Transparency 3.)
Finally, the rater should become acquainted with the behavioral criteria for the subcompetencies. Section III of the manual presents the behavioral criteria for each subcompetency. The rater is not expected to memorize these criteria. However, it is strongly suggested that the rater become familiar with their nature. Once the rater is familiar with the three areas discussed above, the task of rating may begin. (Have participants open their CRS manual to Section III p. 168).

The CRS is intended to provide evaluation at the beginning of Grade 7 and monitor changes through Grade 12. Section I of the manual describes the rating procedure and when rating should take place. This will probably be an individual decision based on the setting involved.

There are three CRS record forms for rating purposes. The three record forms group the subcompetencies into the career education domains of Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation. Each record form structure is identical except that space for cumulative scoring is provided at the bottom of the Occupational Guidance and Preparation Form. The forms are included in Appendix B of the book. Have participants look at forms in Appendix B of *Life Centered Career Education: A Competency Based Approach*. Each form provides space for identifying information, followed by directions for completing the form (p. 186).

(Go back to Transparency 1.)

The subcompetencies are listed down the *left side of each form* (indicate on transparency). The right side of the form provides space for the rater's name (indicate), the student's grade level (indicate), and the date(s) of rating (indicate). On the right side of the form space is provided directly across from the subcompetency to record the actual ratings and the final yes/no rating, if necessary (indicate).

(Use Transparency 4.)

At the end of each form space to record the total possible score is presented on the left side (indicate). Space is provided on the right side of the form for the student's actual score and the average score for the domain (indicate). Additional space is provided for comments.

(Use Transparency 5.)

All three scales are structured the same way.

It should be noted that the Occupational Guidance and Preparation record form contains additional space for the cumulative total possible score for all three record forms, a cumulative actual score, and a cumulative average score (indicate).

Section II of the manual provides detailed instructions for calculating these values. After all competencies have been rated for a particular period, scores totaled, and average scores calculated, the rater is ready to use the rating data.

Since the CRS is presently an experimental instrument there are no definitive guidelines for interpretation of results. Section IV of the manual describes some uses for the CRS results. Suggested uses of results are:

1. Determining an individual student's strengths and weaknesses.
2. Individualizing curriculum planning to deal with student weaknesses and capitalizing on strengths. The results can be used both to develop the Individualized Educational Program and to evaluate its effectiveness.
3. Determining strengths and weaknesses for groups of students.
4. Curriculum planning for these groups of students.
5. Establishing expectancies for student mastery of the subcompetencies based on age, grade level, or developmental level of individuals or groups.

2. Once again refer participants to the Competency Rating Scale resource material.

PRACTICE CRS RATING: SMALL GROUP ACTIVITY (15 minutes)

1. Inform the group that they are to divide into small groups of three to five members to practice using the CRS to rate a hypothetical student's performance on selected subcompetencies.
2. Divide into small groups.
3. Distribute case study "Bill's Behaviors" to each small group member.
4. Have participants open their copies of *Life Centered Career Education: A Competency Based Approach* to the CRS manual.
5. Distribute CRS record forms to each small group member. Each group should review the descriptions of Bill and then each member should rate Bill's performance relative to Subcompetencies 1, 5, 44, 54, 78, and 85. Allow 10 minutes for this activity. (Use Transparency 6; cover up the criteria and rating column until the activity is completed.)
6. When ratings have been completed, expose the full transparency showing the correct ratings for each subcompetency. After groups have compared the ratings on the transparency with their own ratings, each group reports its reactions.

REACTIONS TO CRS RATINGS: SMALL GROUP REPORT (5 minutes)

1. Call for reactions from small groups.
2. Collect materials.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (10 minutes)

1. Ask for questions and comments concerning the CRS presentation.
2. Indicate that data from this session will be tabulated by the career education/special needs committee and presented to the participants at the next workshop.
3. Complete Session 14 evaluation form if appropriate.

RESOURCE MATERIALS

Session 14

COMPETENCY RATING SCALE

What Is the Competency Rating Scale?

- It is an experimental rating scale to assist in teacher evaluation of student attainment of the Life Centered Career Education subcompetencies.
- The CRS record form is composed of three sections corresponding to the three life centered domains.
- It is a rating scale that consists of items in the form of the life centered subcompetencies.
- It provides behavioral criteria against which to judge student mastery of the subcompetencies.
- It provides an opportunity to rate performance or behavior over the intermediate and secondary school years, thus providing an opportunity to monitor changes in performance or behavior.

How Is the Competency Rating Scale Used?

- Users should refer to the CRS manual in Appendix A of *Life Centered Career Education: A Competency Based Approach* for detailed instructions.
- Actual rating is done by a person(s) familiar with a student's performance or behavior. Several raters may be involved, but it is suggested that one person rate all subcompetencies in a given domain.
- The rater utilizes the behavioral criteria presented in the manual to make judgments regarding mastery of a subcompetency.
- The rater assigns a rating of 0, 1, 2, or NR (0 = not competent, 1 = partially competent, 2 = competent, and NR = not rated) to each item (subcompetency).
- If a student is rated 0 or 1 at the end of formal education, the rater makes a yes or no determination regarding the student's ability to perform the subcompetency with assistance from the community.
- Ratings are recorded in the space provided in the Competency Rating Scale record form. The rating period is dated, the student's grade level is recorded, and the rater's name is recorded.
- Each of the three sections of the CRS record form provides a total possible score determined by multiplying the number of rated items by two. Each section provides space for the student's total actual score achieved by summing all ratings for a domain. Space is provided to record an average score for each domain. At the end of the third section of the record form, space is provided for a cumulative (all the domains combined) total possible score. Space is provided for cumulative total actual scores and a cumulative average score.
- The user can then use Competency Rating Scale results to identify an individual student's strengths and weaknesses, plan immediate individualized curriculum, develop and evaluate individualized education programs, identify student group strengths and weaknesses, plan immediate group curriculum, identify performance expectancies at either age or grade level, and plan long range curriculum based on expectancies.

CASE STUDY

Session 14

BILL'S BEHAVIORS

Although the subcompetencies chosen for this exercise may not match those you have developed in Session 13, try to relate them to the behaviors presented below and determine the extent to which Bill has obtained the six practice subcompetencies.

Bill has been participating in an individualized program for about six months. His program has included some work-study experience in the school cafeteria where he works both on the line and as a cashier's assistant. Bill is allowed to accept payments from students and return change under supervision. Although he is able to differentiate coins and bills and is able to count amounts given to him, he still requires assistance when making change.

Bill has been placed in a regular social science class which has been considering the tax structure in the United States. In his special education classroom Bill has been practicing the filing of tax returns. He is able to identify common taxes and their deadlines in his area. However, he still requires help with tax forms themselves.

Bill has been working with the guidance counselor who reports that he has been very interested in exploring his vocational future. Bill has taken aptitude and interest tests and is aware generally of his abilities. He has identified mechanics, probably automobile, as an area which he would like to pursue. He has also indicated strong interest in a cooking class and enjoys working around his home. Bill is investigating postsecondary training at an area vocational technical school.

Bill's mother reported in the last conference that he is well behaved on bus rides and at restaurants. She stated that he frequently goes to the movies with his older sister who reports his behavior is appropriate. Bill's mother reported that "he just seems to know how to act."

When Bill participates in discussions of work he seems to understand that workers are paid in relation to the level of their skill or the nature of the service they perform. He is aware that work is necessary to purchase daily necessities. He does not yet understand different pay rates such as piece rates or hourly wages.

Bill's guidance counselor feels his vocational planning is better than his classmates. Bill's abilities are marginally sufficient for his goal of training in automobile mechanics, but Bill is not really aware of other jobs or training for which he would be qualified.

TRANSPARENCY 1

Session 14

LIFE CENTERED CAREER EDUCATION COMPETENCY RATING SCALE
RECORD FORM: DAILY LIVING SKILLS

Student Name _____ **Date of Birth** _____ **Sex** _____

School _____ **City** _____ **State** _____

Directions:

Please rate the student according to his/her mastery of each item using the Rating Key below. Indicate the ratings in the column below the date for the rating period. Use the "NR" rating for items which cannot be rated. For subcompetencies rated "0" or "1" at the time of the final rating, place a check (✓) in the appropriate space in the yes/no column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the Rating Key, description of the behavioral criteria for each subcompetency, and explanation of the yes/no column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	Rater(s)								
	Grade Level								
	Date(s)								
I. Managing Family Finances								Yes	No
1. Identify money and make correct change	___	___	___	___	___	___	___	___	___
2. Make wise expenditures	___	___	___	___	___	___	___	___	___
3. Obtain and use bank and credit services	___	___	___	___	___	___	___	___	___
4. Keep basic financial records	___	___	___	___	___	___	___	___	___
5. Calculate and pay taxes	___	___	___	___	___	___	___	___	___
II. Selecting, Managing and Maintaining a Home									
6. Select adequate housing	___	___	___	___	___	___	___	___	___
7. Maintain a home	___	___	___	___	___	___	___	___	___
8. Use basic appliances and tools	___	___	___	___	___	___	___	___	___
9. Maintain home exterior	___	___	___	___	___	___	___	___	___
III. Caring for Personal Needs									
10. Dress appropriately	___	___	___	___	___	___	___	___	___
11. Exhibit proper grooming and hygiene	___	___	___	___	___	___	___	___	___
12. Demonstrate knowledge of physical fitness, nutrition and weight control	___	___	___	___	___	___	___	___	___
13. Demonstrate knowledge of common illness prevention and treatment	___	___	___	___	___	___	___	___	___
IV. Raising Children, Enriching Family Living									
14. Prepare for adjustment to marriage	___	___	___	___	___	___	___	___	___
15. Prepare for raising children (physical care)	___	___	___	___	___	___	___	___	___
16. Prepare for raising children (psychological care)	___	___	___	___	___	___	___	___	___
17. Practice family safety in the home	___	___	___	___	___	___	___	___	___

RATING KEY

0 . . . . . Not Competent

1 . . . . . Partially Competent

2 . . . . . Competent

NR . . . . . Not Rated

TRANSPARENCY 3

Session 14

DAILY LIVING SKILLS

Managing Family Finances

1. **Identify money and make correct change. The student should be able to use common denominations of currency in daily activities.**
   a. **Identify various forms of currency by size and denominations.**
   b. **Count money in coin and bill denominations.**
   c. **Make correct change from both coins and bills.**

2. **Make wise expenditures. The student should be able to use available information to purchase necessities within his/her income.**
   a. **Demonstrate the ability to read and use tags and labels in common purchasing.**
   b. **Categorize purchasable items in regard to quality and quantity.**
   c. **Identify and differentiate luxury and necessity purchases in the areas of food, clothing, housing, and transportation.**
   d. **Differentiate between regular and sale items.**

3. **Obtain and use bank and credit services. The student should be able to use common banking services.**
   A. **Open a checking account.**
   b. **Open a savings account.**
   c. **Write checks, make deposits, and record checking transactions.**
   d. **Make deposits and withdrawals and record savings transactions.**
   e. **Identify resources for obtaining loans.**

4. **Keep basic financial records. The student should be able to construct and use a simple budget.**
   a. **Construct a personal budget (weekly, biweekly, or monthly).**
   b. **Identify information and items which should be retained.**
   c. **Record major income and expenses.**
   d. **Calculate balances of major debts.**

Subcompetencies	Rater(s)								
	Grade Level								
	Date(s)								
XIII. Maintaining Good Interpersonal Relationships								Yes	No
58. Know how to listen and respond									
59. Know how to make and maintain friendships									
60. Establish appropriate heterosexual relationships									
61. Know how to establish close relationships									
XIV. Achieving Independence									
62. Understand the impact of behavior upon others									
63. Understand self organization									
64. Develop goal seeking behavior									
65. Strive toward self actualization									
XV. Achieving Problem Solving Skills									
66. Differentiate bipolar concepts									
67. Understand the need for goals									
68. Look at alternatives									
69. Anticipate consequences									
70. Know where to find good advice									
XVI. Communicating Adequately with Others									
71. Recognize emergency situations									
72. Read at the level needed for future goals									
73. Write at the level needed for future goals									
74. Speak adequately for understanding									
75. Understand the subtleties of communication									

*Total Possible Score (TPS) = N × 2 ____

*Total Actual Score (TAS) ____

*Average Score (AS) = TAS/N ____

Comments: _____

*Refer to the CRS manual for calculation and interpretation.

TRANSPARENCY 5

Session 14

Subcompetencies	Rater(s)								
	Grade Level								
	Date(s)								
XX. Physical-Manual Skills								Yes	No
94. Demonstrate satisfactory balance and coordination	___	___	___	___	___	___	___	___	___
95. Demonstrate satisfactory manual dexterity	___	___	___	___	___	___	___	___	___
96. Demonstrate satisfactory stamina and endurance	___	___	___	___	___	___	___	___	___
97. Demonstrate satisfactory sensory discrimination	___	___	___	___	___	___	___	___	___
XXI. Obtaining a Specific Occupational Skill									
a. _____									
b. _____									
c. _____									
d. _____									
e. _____									
f. _____							___	___	___
XXII. Seeking, Securing and Maintaining Employment									
98. Search for a job	___	___	___	___	___	___	___	___	___
99. Apply for a job	___	___	___	___	___	___	___	___	___
100. Interview for a job	___	___	___	___	___	___	___	___	___
101. Adjust to competitive standards	___	___	___	___	___	___	___	___	___
102. Maintain postschool occupational adjustment	___	___	___	___	___	___	___	___	___

*Total Possible Score (TPS) = N × 2 ___

*Cumulative TPS 180

*Total Actual Score (TAS) ___ ___ ___ ___ ___ ___ ___

*Average Score (AS) = TAS/N ___ ___ ___ ___ ___ ___ ___

*Cumulative TAS ___ ___ ___ ___ ___ ___ ___

*Cumulative AS ___ ___ ___ ___ ___ ___ ___

Comments: _____

_____

*Refer to the CRS manual for calculation and interpretation.

Subcompetency	Criteria	Rating
1	a, b	1
5	a, b	1
44	a, b, c, d	2
54	a, b, c, d	2
78	a, b	1
85	a, b	1

EVALUATION FORM

Session 14

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 14 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the fourteenth session can best be described as follows.

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Recognizing appropriate procedures for evaluating the educational performance of students with mild retardation.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Using the Competency Rating Scale (CRS) to assess the extent of student competency acquisition.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Learning how to use the CRS to evaluate the student Individualized Education Program.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

School _____

OVERVIEW

Session 15: Career Education Programing

Goal: Familiarize participants with the procedures necessary to create a functioning career education program for students with mild retardation.

Objectives: The participants should be able to:

1. Specify the primary steps in developing and implementing a career education plan in their school.
2. List the goals and objectives for their school career education program which will be implemented after completion of the in-service training program.

Note: These points should be written on a newsprint chart and kept posted throughout the sessions.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	5 minutes	Trainer
Career Education Plan	Large Group Presentation	15 minutes	Career Education Committee
Philosophy, Goals/Objectives	Large Group Presentation/ Discussion	20 minutes	Career Education Committee
Philosophy, Goals/Objectives	Small Group Activity	20 minutes	Trainers
Philosophy, Goals/Objectives	Small Group Reports	10 minutes	Recorders
Questions and Answers	Large Group Discussion	20 minutes	Local educational advisor
		1½ hours	

MATERIALS/RESOURCES NEEDED

1. Overhead projector and screen.
2. Transparency for Session 15.
3. List of goals and objectives and philosophy statement compiled by local career education/special needs committee.
4. Resource Materials for Session 15.
5. Worksheet on Career Education Goals and Objectives.
6. Session 15 evaluation form.

PREPLANNING ACTIVITIES

1. Prior to the session, all trainers must reread Chapter 3 of the Trainers' Guide, Career Education Program Planning, in order to have a complete working knowledge and understanding of the career education plan.
2. Prepare a list of the major goals and objectives such as those listed in Chapter 3 of the Trainers' Guide and others that the career education/special needs committee deems necessary for the local career education plan. Make this list available as a handout to all participants at this session. Participants will make the final decision regarding the suggested goals and activities to be incorporated into the final plan.
3. The career education/special needs committee must have met and prepared a written philosophy of career education for reporting to the participants, indicating what stage of the master plan for implementation they have attained. (See Trainer's Guide, Chapter 3, Career Education/Special Needs Committee.)

CONSIDERATIONS

1. It is important for the committee to prepare a clear concept of a career education philosophy relative to its definition/conceptualization and consistent with school district policies, resources, and funding base.
2. Goals and objectives should include instructional, community involvement, and administration goals as outlined in Chapter 3 of the Trainers' Guide. Participants should feel free to modify, add, and delete goals and objectives as seem necessary by the majority.

ROLE OF TRAINER

1. Hand out philosophy and goals/objectives statements.
2. Facilitate his/her small group so that several strategies or methods and responsibilities for certain goals and objectives can be identified.

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DIRECTIONS

Session 15

INSTRUCTIONS: GROUP PRESENTATION
(5 minutes)

1. Explain the two objectives of this session.
2. Indicate that one of the major outcomes expected from the workshops is the development and implementation of a pilot career education plan for each of the schools represented. This will require input from a large number of school personnel, parents, community agencies, and business and industry personnel attending the workshops.
3. Indicate that a career education/special needs committee has been formed to take the information obtained at this and other workshops so that the career education plans can be refined, finalized, and readied for pilot implementation next semester.
4. Identify the individual who is directing the activities of the task force and those individuals (if any) who have agreed to be on it. Indicate that other members are needed and that interested individuals should contact_____ by _____ so that the committee can be finalized.
5. Participants should be divided into small groups according to the school they represent.

CAREER EDUCATION PLANNING: LARGE GROUP PRESENTATION (15 minutes)

1. Indicate that the development of a career education plan for educable retarded students does not necessarily mean discarding what is presently being taught to these students, but rather taking a closer look at the curriculum and making the necessary changes so that career education concepts and competencies are infused within present and new courses.
2. Explain that the career education plan developed for each school should include the concepts or propositions presented in the transparency. Review this list briefly. Indicate that the IEP fits appropriately into the career education plan design.

   Note: Individual roles and responsibilities for developing and monitoring the IEP must be clearly identified. This information must appear as an integral element in the career education plan design.
3. Now refer the participants to the resource material on Development of a Career Education Plan. Briefly discuss the following steps for developing a career education plan at the workshop:
   - To decide on the career education conceptualization/definition to be used in the district.
   - To determine the major goals/objectives of the career education plan, i.e., instructional, community involvement, and administrative goals.
   - To determine how each of the instructional goals/objectives can be achieved (e.g., strategies or methods and responsibilities, competency instruction responsibilities, changes needed in present courses, new courses needed, instructional materials, assistance from special educators).
   - To determine how each of the community involvement goals/objectives can be achieved (e.g., strategies or methods and responsibilities, role of family, role of agencies, role of business and industry).
   - To determine how each of the administrative goals can be achieved (e.g., strategies or methods and responsibilities, staffing requirements, budget, facilities/resources, staff development, student competency assessment, program evaluation).
   - To determine how the plan can be appropriately implemented.
4. Indicate that after the workshops are completed, the career education/special needs committee will organize the input received from the participants and develop the career education plans further. They will prepare a career education plan for each building involved, and present the plan to the workshop participants for their final review, suggestions, and ultimate approval.
5. Indicate that the plan will then be presented to the central administration and school board for approval. Upon approval, action will be initiated to order materials, establish cooperative relationships, inform parents, inservice other staff, etc.
6. Indicate that the implemented program will be evaluated as to its effectiveness so that a system of continual evaluation and modification can be assured.
7. Ask if there are any questions.

PHILOSOPHY, GOALS, AND OBJECTIVES: LARGE GROUP PRESENTATION AND DISCUSSION (20 minutes)

1. Present what the committee believes is an appropriate philosophy of career education (including definition/conceptualization) for the district. Hand out philosophy and goals/objectives statements.
2. The career education/special needs committee should identify the major goals/objectives that they believe are necessary to develop and implement a pilot career education program in the junior and senior high schools next semester. The previously conducted needs assessment study should have provided considerable assistance in this regard. These goals should fall into three categories: instructional goals, community involvement goals, and administrative goals. These should include, but not be limited to the following:

Instructional Goals

- To provide all mildly handicapped learners the opportunity to learn the 22 life centered competencies.
- To integrate educable retarded students more ap-

propriately in regular classes and services for career development.

- To increase the number and kinds of hands on activities within various subjects.
- To encourage all teachers of students with mild retardation to emphasize relating their subject matter to its career implications and provide for career awareness, exploration, guidance, and preparation opportunities.

Community Involvement Goals

- To involve the family more appropriately in career education planning and services.
- To involve community agencies more appropriately in career education planning and services.
- To involve business and industry more appropriately in career education planning and services.

Administrative Goals

- To monitor each student's competency level and progress more appropriately and relate it to an individualized program plan.
- To determine how special education personnel can be more appropriately utilized by regular teachers, counselors, and community personnel.
- To provide necessary inservice training or orientation to all involved staff prior to program implementation.
- To secure additional financial support to implement an effective career education program for students with mild retardation.

3. The goals/objectives as presently perceived by the committee should be handed out to the participants following the format on the Worksheet, Career Education Goals and Objectives. Briefly review and explain each objective.
4. Indicate that their reaction is requested to each of the goals/objectives listed by the committee (including the above) and any other important ones that they feel should be included for their school.

   Note: Be sure the participants are divided into groups according to their schools. Parents and community personnel should select the most appropriate group.

PHILOSOPHY, GOALS/OBJECTIVES: SMALL GROUP ACTIVITY (20 minutes)

1. Ask participants if there are any questions about the activity.
2. Group recorder should write down all ideas generated by group members that are agreed upon by the other members on the Worksheet.
3. Keep the group on task and be sure they discuss all objectives under their assigned goal.
4. Start with Goal 1 and its objectives and get the group's reaction and agreement (or disagreement), then go to next goal, etc. After completing the list, ask for any additional goals.
5. The activity should conclude with an agreed upon list of goals/objectives necessary for an effective career education plan for their school.

PHILOSOPHY, GOALS/OBJECTIVES: SMALL GROUP REPORTS (10 minutes)

1. Ask each small group to briefly state the overall consensus on the goals/objectives, etc., and the major recommendations.
2. Ask for worksheets from recorders.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (20 minutes)

1. The additional goals that have been identified by each group should be discussed relative to whether or not the entire group agrees (consensus) that they should be added. If agreed upon by the majority of the participants, they should be added to the list and those others identified by the career education/special needs committee.
2. Those goals which the entire group generally agrees should be deleted or modified should be discussed and decided on. Goals appropriate only for the junior high or senior high should be identified.
3. Ask for further comments.
4. Indicate that data collected from this session will be tabulated and presented at the next workshop.
5. Complete Session 15 evaluation form if appropriate.

SUGGESTED CAREER EDUCATION PLAN OUTLINE

1. School district philosophy.
2. Definition of career education for mildly retarded students.
3. Career education goals/objectives.
4. Instructional goals/objectives.
5. Community involvement goals/objectives.
6. Administrative goals/objectives.
7. Implementation.

RESOURCE MATERIALS

Session 15

DEVELOPMENT OF A CAREER EDUCATION PLAN

- Establish an overall statement about what is the purpose or philosophy of the school district relative to students and the community.
- Determine an acceptable definition or conceptualization of career education consistent with the school district's policies, procedures, and circumstances.
- Identify what are considered the major goals/objectives (instructional, community involvement, and administrative) needed to develop and implement career education for mildly handicapped learners within secondary programs.
- For each *instructional goal* identify: (a) the strategies or methods for achieving the goals and who should be responsible for their attainment, (b) school personnel most appropriate to teach each of the 22 competencies, (c) course changes/additions needed, (d) instructional materials needed, (e) assistance needed from special educators, and (f) any other matters of importance related to developing and implementing the agreed upon instructional goals.
- For each *community involvement goal* identify: (a) the strategies or methods for achieving each of the community goals and who should be responsible for their attainment: (b) the kind of assistance needed and available from the family, community agencies, and business and industry relative to the attainment of each of the 22 competencies; and (c) other responsibilities that each community group can assume in assisting school personnel in implementing each community goal and objective.
- For each *administrative goal* identify: (a) specific strategies or methods needed to implement the agreed upon administrative goals and who is most responsible for their implementation; (b) the type of staffing requirements needed to implement each of the goals; (c) facilities/resources needed such as space, renovation, equipment, furniture, and media; (d) plans for inservicing staff and community personnel; (e) student assessment and monitoring procedures; (f) methods of evaluating the career education program that is implemented; (g) the budget that will be needed to implement the desired career education plan; and (h) any other administrative matters unique to the situation.
- Determine the steps and actions needed to get the career education plan successfully implemented in the school(s), including timelines and responsibilities relative to personnel, facilities, public relations, inservice, cooperative relationships, funds, etc.

WORKSHEET

Session 15

CAREER EDUCATION GOALS AND OBJECTIVES

School: _____

Instructional Goals	*Community Involvement Goals*	*Administrative Goals*

EVALUATION FORM

Session 15

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 15 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the fifteenth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Comprehending the sequential steps involved in developing and implementing a career education plan in your school.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Recognizing your school career education goals and objectives which are to be implemented after completing the inservice training program.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

207

School _____

OVERVIEW

Session 16: Review of Data

Goal: Review data collected from previous sessions and efforts relative to developing a career education plan.

Objectives: The participants should be able to:

1. Identify the career education goals/objectives decided on by the workshop participants.
2. Identify the extent to which the 22 competencies are presently being achieved by handicapped students at the 8th, 10th, and 12th grade levels (Competency Rating Scale results).

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	5 minutes	Trainer
Goals/Objectives	Large Group Presentation	15 minutes	Trainer
Student Competency Assessment Results	Large Group Presentation	35 minutes	Trainer
Questions and Answers	Large Group Discussion	20 minutes	Trainer
		1¼ hours	

MATERIALS/RESOURCES NEEDED

1. Report Form Career Education Goals and Objectives—a list of agreed upon goals/objectives for district and individual schools.
2. Compiled results from the Competency Rating Scale study.
3. Session 16 evaluation form.

PREPLANNING ACTIVITIES

1. Revise and prepare a new list of goals and objectives based on input received from Session 15. Trainers and/or career education/special needs committee are responsible. (Use the report form in the trainer's materials for this session.)
2. Prepare a handout on the results of the student competency assessment study of 8th, 10th and 12th grade students with mild retardation. It is suggested that this report indicate what percentage of students have acquired, partially acquired, or not acquired the life centered competencies/subcompetencies.
3. Be sure that enough copies of the two handouts are duplicated for every participant.

CONSIDERATIONS

1. Include introductory remarks and details if this is a new workshop.
2. Be sure you have identified the major findings and implications of the Competency Rating Scale study and relate it to future curriculum efforts needed.

ROLE OF TRAINER

1. Hand out reports and evaluation forms to participants.
2. Help encourage open discussion of implications.

DIRECTIONS

Session 16

INSTRUCTIONS: LARGE GROUP PRESENTATION (5 minutes)

1. Welcome participants and explain the details of the day.
2. Introduce any new participants.
3. Familiarize participants with the goals and objectives of the session.
4. There is no need to make group assignments for this session.

GOALS/OBJECTIVES: LARGE GROUP PRESENTATION (15 minutes)

1. Hand out the compiled list of agreed upon goals/objectives for the junior and senior high schools. These should be ordered according to the three types: instructional, community involvement, and administrative.
2. Encourage open discussion of the above including any clarification of specific goals/objectives that are not clear.
3. Emphasize the consensus obtained regarding the need to assist educable students to acquire the 22 competencies.
4. Indicate that future activities will be related to these goals and objectives.

STUDENT COMPETENCY ASSESSMENT RESULTS: LARGE GROUP PRESENTATION (35 minutes)

1. Hand out the CRS results of the student competency assessment study of 8th, 10th, and 12th grade students with mild retardation.
2. Ask participants to quickly review the results.
3. Point out the major findings and implications of the study for each of the three curriculum areas.
4. Encourage open discussion about the above and record significant reactions to these findings.
5. Indicate that the groups will be focusing on the need for instruction of these competencies in the next session.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (20 minutes)

1. Briefly highlight the major findings of the above presentation.
2. Ask for any further comments.
3. Complete Session 16 evaluation form if appropriate.

REPORT FORM

Session 16

CAREER EDUCATION GOALS AND OBJECTIVES

School: _____

Instructional Goals	*Community Involvement Goals*	*Administrative Goals*

EVALUATION FORM

Session 16

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 16 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the sixteenth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Appraising the appropriateness of the career education plan goals/ objectives developed previously by workshop participants.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Interpreting the Competency Rating Scale results as to the present level of proficiency exhibited by students with mild retardation.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the sheet if necessary.

School _____ 211

OVERVIEW

Session 17: Instructional Goals—Responsibilities

Goal: Determine strategies or methods and responsibilities for attaining the agreed upon instructional goals and objectives.

Objectives: The participants should be able to:

1. Identify strategies or methods for implementing the goals/objectives and identify responsible persons for same.
2. Identify their specific responsibilities in teaching the life centered competencies.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	5 minutes	Trainer
Strategies/Methods and Responsibilities	Small Group Activity	20 minutes	Trainer
Competency Responsibilities	Small Group Activity	45 minutes	Trainer
Questions and Answers	Large Group Discussion	20 minutes	Trainer
		1½hours	

MATERIALS/RESOURCES NEEDED

1. Overhead projector and screen.
2. Transparencies on Instructional Goals and Objectives.
3. Worksheets: 1. Strategies/Methods and Responsibilities. 2. Competency Instruction Responsibilities: School Personnel. 3. Competency Instruction Responsibilities: Family, Agencies, or Business/Industry.
4. Session 17 evaluation form.

PREPLANNING ACTIVITIES

1. Prepare transparencies for each instructional goal. Have them well organized for presentation.
2. Decide who will record the input on strategies and methods.
3. Trainers must thoroughly read and understand the small group activity so that its objective can be adequately accomplished.

CONSIDERATIONS

1. It is important to keep the large group session moving so that the major strategies or methods for each goal are identified. Do not let participants go off on tangents that are emotional or trivial.
2. Members of the career education/special needs committee should be used to record and stimulate discussion.
3. Be sure all information listed on the worksheets is requested in the small group activity.

ROLE OF TRAINER

1. Hand out worksheets and evaluation forms.
2. Facilitate group interaction and keep it moving so that the necessary input is received in both the large group presentation and the small group activity.

DIRECTIONS

Session 17

INSTRUCTIONS: LARGE GROUP PRESENTATION (5 minutes)

1. Familiarize participants with the goals and objectives of the session.
2. Indicate that it is important for the parents and community personnel to also contribute to the discussions so that cooperative endeavors can be identified.
3. Indicate that after a large group discussion on strategies or methods and responsibilities for goal attainment the large group will break into small groups to identify the various responsibilities and methods for each of the 22 competencies. This activity is particularly crucial in the development and eventual implementation of a career education plan.
4. Ask if there are any questions.

STRATEGIES OR METHODS AND RESPONSIBILITIES: SMALL GROUP ACTIVITY (20 minutes)

1. Hand out Worksheet 1. on Strategies, Methods, and Responsibilities.
2. A recorder should be appointed to write down the input from the participants. (This could be a member of the career education/special needs committee.)
3. Transparencies for each instructional goal/objective should be used so that the participants have the goal firmly in mind.
4. The trainer should introduce this session by stating:

> The purpose of this discussion is to identify strategies and methods that you believe are needed for the goals and objectives that we've agreed upon to be reached. We also would like your opinions about who is most appropriate for promoting the implementation of each goal/objective. Please brainstorm several ideas so that a wide variety of possibilities is identified.

5. Place the transparency for Objective 1 on the screen and ask for group input on (a) all possible strategies or methods they believe are necessary for the goals/objectives to be achieved and (b) who should be responsible (initially and later on). Do this for each objective and have the recorder write down all input so the career education/special needs committee can use this information in developing the final career education plan(s).
6. Move rapidly through all goals/objectives in 20 minutes.
7. Call time and ask participants to move into the small group activity in Competency Instruction Responsibilities.

COMPETENCY INSTRUCTION RESPONSIBILITIES: SMALL GROUP ACTIVITY (45 minutes)

1. Appoint a group recorder.
2. Trainer must thoroughly orient the group to the activity. Read or paraphrase the following:

> The purpose of this activity is to gain your opinions about which school and community personnel are most appropriate for providing competencies to handicapped learners. School personnel will use Worksheet 2 and parents and community personnel will use Worksheet 3. (Hand these out.) As we go through each competency and discuss it, I would appreciate your writing down in the appropriate spot which competencies you feel appropriate to assist the student in acquiring. School personnel should indicate what subject and grade level, and parents or community personnel should indicate what kind of assistance you can render and how the school can assist you. Be sure to write your name, position, and work setting on your worksheet. Are there any questions?

3. Start with Competency 1 and ask opinions from the group. Recorder should write down all ideas and the consensus for each competency on both worksheets.
4. Move rapidly through all 22 competencies in 40 minutes. Do not spend over three minutes per competency (many will require less time). Remember this is only for input for the career education/special needs committee.
5. Ask for worksheets and then go to the large group discussion.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (20 minutes)

1. Trainer should review each of the 22 competencies (maximum one minute each) to gain group consensus regarding responsibilities for each, including subject, grade level, parent, and community involvement.
2. Indicate to the group that this information will be compiled by the career education/special needs committee and handed out at the next workshop.

   (*Note:* If Sessions 16-20 are being conducted on the same day, indicate they will receive this information back on a later date.)
3. Complete Session 17 evaluation form if appropriate.

WORKSHEET 1

Session 17

STRATEGIES/METHODS AND RESPONSIBILITIES

The following are suggested strategies or methods for meeting the career education goals/objectives that have been agreed upon *and* the most appropriate person(s) responsible for implementing each one.

Goal/Objective	*Strategies or Methods Necessary*	*Person Responsible*

WORKSHEET 2

Session 17

COMPETENCY INSTRUCTION RESPONSIBILITIES: SCHOOL PERSONNEL

Name _____ **School** _____

Position _____

Competency	*Most Appropriate Discipline*	*Subject(s)*	*Grade Level*
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			

WORKSHEET 3

Session 17

COMPETENCY INSTRUCTION RESPONSIBILITIES: FAMILY, AGENCIES, OR BUSINESS/INDUSTRY

Name _____ School _____

Position _____ Work Setting _____

Competency	*Assistance that Can Be Rendered*	*Assistance Needed from School*
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		

EVALUATION FORM

Session 17

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 17 was: ___excellent, ___good, ___average, ___fair, ___poor.
2. The objectives of this session were: ___extremely evident, ___evident, ___moderately evident, ___slightly evident, ___vague.
3. The work of the LEA and trainers was: ___excellent, ___good, ___average, ___fair, ___poor.
4. Participating in this session should prove to be: ___extremely beneficial, ___beneficial, ___moderately beneficial, ___slightly beneficial, ___not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the seventeenth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Recognizing strategies needed to successfully implement the career education goals/objectives.	___much ___some ___little	___much ___some ___little	___much ___some ___little
6. Recognizing the school staff members responsible for implementing the career education goals/objectives.	___much ___some ___little	___much ___some ___little	___much ___some ___little
7. Specifying individual and school staff responsibilities in providing educational experiences which promote student competency attainment.	___much ___some ___little	___much ___some ___little	___much ___some ___little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the sheet if necessary.

School _____ 217

OVERVIEW

Session 18: Instructional Goals—Resources

Goal: Determine resources and assistance needed for attaining the competencies students need for career development.

Objectives: The participants should be able to:

1. Identify changes and additions needed in present course offerings to implement the 22 Life Centered Career Education competencies.
2. Identify instructional materials needed to implement the competencies.
3. Identify how special education personnel can most appropriately assist other school personnel in implementing the competencies.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	10 minutes	Trainer
Resources and Assistance Needed	Small Group Activity	40 minutes	Trainers
Questions and Answers	Large Group Discussion	10 minutes	Trainer
		1 hour	

MATERIALS/RESOURCES NEEDED

1. Compiled lists of competency instruction responsibilities from last session (Worksheets 2 and 3 from Session 17).
2. Worksheet on Resources and Assistance Assessment.
3. *Life Centered Career Education: A Competency Based Approach.*
4. Session 18 evaluation form.

PREPLANNING ACTIVITIES

1. Compile information from the previous session on competency instruction responsibilities for handout to workshop participants.
2. Review and/or collect course outlines or other information that may be helpful to participants in identifying changes and additions needed.
3. Review and/or collect any information related to available instructional materials for school personnel in the district.
4. Trainers should be thoroughly familiar with the small group activity.

CONSIDERATIONS

1. Include introductory remarks and details if this is a new workshop.
2. Participants should have their copies of *Life Centered Career Education: A Competency Based Approach* for reference during the small group activity.
3. It is important to keep the group on target in order to gain sufficient input on this topic. Besides providing information on the competencies, the trainers should be sensitive and receptive to other matters or objectives that need special resources and assistance.
4. A group recorder should be selected who can adequately delineate the general consensus of the participants.

ROLE OF TRAINER

1. Hand out worksheets and evaluation forms.
2. Facilitate group interaction and cover all competencies and other important items.

DIRECTIONS

Session 18

INSTRUCTIONS: LARGE GROUP PRESENTATION (10 minutes)

1. Familiarize participants with the goals and objectives of the session.
2. Ask the participants to choose between two types of groups that will be working on administrative or community involvement goals next session. Explain these further, if needed.
3. Hand out the compiled list of competency instruction responsibilities for use in small group activities. Indicate that this is not a finalized list and that any further ideas would be appreciated.
4. Indicate that this session's input is very important in developing the career education plan(s). Check to make sure there are only six members in each small group. Ask the groups to start the small group activity.

RESOURCES AND ASSISTANCE NEEDED: SMALL GROUP ACTIVITY (40 minutes)

1. Appoint a group recorder.
2. Trainer must thoroughly orient the group to the activity. Read or paraphrase the following:

> The purpose of this activity is to identify what course changes and additions, instructional materials, and assistance from special educators are needed to teach the 22 Life Centered Career Education competencies. I would like us to discuss these needs by reviewing each of the 22 competencies. Please refer to Worksheets 2 and 3 from Session 17, Competency Instruction Responsibilities, as we begin to identify the resources and assistance that is needed to provide these 22 competencies to students with mild retardation. Please take out worksheet for Session 18 on Resources and Assistance Assessment. Write your name, position, and work setting on this worksheet and as we discuss each competency that has relevance for you, please write down your needs as you see them. We will collect these worksheets at the end of this session. Are there any questions?

3. Start with Competency 1 and ask opinions from the group. The recorder should write down all ideas and the consensus for each competency. Be sure that group members complete the worksheet on Resources and Assistance Assessment for those competencies relevant to them.
4. The recorder should compile input during this time to prepare for the large group discussion report by the trainer, then the group should go to the large group discussion.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (10 minutes)

1. Based on the input received from the group recorders, briefly review what appear to be the major course needs, instructional materials, and assistance needed from special education personnel.
2. Ask for any comments or questions.
3. Ask for worksheets.
4. Complete Session 18 evaluation form if appropriate.

WORKSHEET

Session 18

RESOURCES AND ASSISTANCE ASSESSMENT

Name _____ School _____

Position _____ Grade _____

Indicate below what (a) course changes and additions, (b) instructional materials, and (c) assistance from special educators you feel you would need to teach the Career Education Life Centered competencies listed as appropriate for your discipline.

Competency	*Course Changes/Additions*	*Instructional Materials Needed*	*Special Education Assistance*
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			

EVALUATION FORM

Session 18

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 18 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the eighteenth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Identifying curriculum changes and additions needed to implement the 22 life centered competencies.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Recognizing instructional materials needed to implement the competencies.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Comprehending various services which can be provided to school staff by special education personnel which will facilitate implementing the competencies.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the sheet if necessary.

School _____

OVERVIEW

Session 19: Community Assistance and Administrative Goals

Goal: Determine strategies or methods, responsibilities, and other needs required to implement community involvement and administrative goals for career education planning.

Objectives: The participants should be able to:

1. Identify strategies or methods and responsibilities for implementing the agreed upon administrative and community involvement goals/objectives.
2. Identify the role of the family, community agencies, and business/industry in implementing and conducting a career education plan with school personnel.
3. Identify the necessary staffing, facilities and resources, student and program evaluation, staff development, and financial needs for program implementation.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	5 minutes	Trainer
Strategies or Methods and Responsibilities	Large Group Presentation/ Discussion	20 minutes	Trainer
Community Involvement *or* Administrative Aspects	Small Group Activity	25 minutes	Trainer
Questions and Answers	Large Group Discussion	10 minutes	Trainer
		1 hour	

MATERIALS/RESOURCES NEEDED

1. Overhead projector and screen.
2. Transparencies on Community Involvement and Administrative Goals.
3. Worksheet 1. Strategies/Methods and Responsibilities from Session 17; Worksheets 1 and 2 for Session 19.
4. Session 19 evaluation form.

PREPLANNING ACTIVITIES

1. Prepare transparencies for each community involvement and administrative goal that has been agreed upon.
2. The recorder for the large group presentation will need Worksheet 1 from Session 17 to write down group input.
3. Review the input received from Sessions 17 and 18 as it relates to community involvement and resource needs.
4. It would be advisable for the committee to begin investigating and suggesting solutions to the three objectives of this session before the workshop.
5. Trainers must thoroughly read and understand the worksheets and the small group activity.

CONSIDERATIONS

1. There will not be nearly enough time to discuss these matters in great detail. There will be a need for the career education/special needs committee to pursue the various concerns, needs, and issues after this workshop in order to prepare the career education plan.
2. Trainers and committee members need to work closely together in preparing for this session.

ROLE OF TRAINER

1. Hand out worksheets and evaluation forms.
2. Keep session activities moving rapidly so all objectives are discussed.
3. Be sure to get community participation as much as possible.

DIRECTIONS

Session 19

INSTRUCTIONS: LARGE GROUP PRESENTATION (5 minutes)

1. Familiarize participants with the goals and objectives of the session.
2. Indicate that in this session it is important for school personnel to identify the kind of community involvement and administrative needs to implement an effective career education plan. Parents and community personnel should indicate how they feel they can help implement these goals.
3. Indicate that after the large group discussion on strategies or methods and responsibilities for goal attainment the large group will break into small groups which will focus on either community involvement or administrative goals.
4. Ask if there are any questions.

STRATEGIES OR METHODS AND RESPONSIBILITIES: LARGE GROUP PRESENTATION/DISCUSSION (20 minutes)

1. Appoint a recorder to write down the input from the participants. (This could be a member of the career education/special needs committee.)
2. Show transparencies for each community involvement and administrative goal/objective so that the participants have the goal firmly in mind.
3. Introduce this session by stating:

> The purpose of this discussion is to identify strategies or methods that you believe are needed for the goals/objectives that relate to community involvement and administrative needs. We also would like your opinions about who is most appropriate for assuming responsibility for the implementation of each goal/objective. We want you to brainstorm and give us all possible ideas so that a wide variety of possibilities will be identified.

4. Place the transparency for the first objective of the community involvement goals on screen and ask for group input on (a) all possible strategies or methods they believe are necessary for the goal/objective to be achieved and (b) who should be responsible (initially and later on). Do this for each community objective and then do the same for each administrative objective.
5. Mention that the recorder should write down all input on Worksheet 1 from Session 17 so the career education/special needs committee can use this information in developing the final career education plan(s).
6. Move rapidly through all goals/objectives in 20 minutes. There will not be time for any in depth discussion of any one objective. This will be done later by the committee or other interested parties.
7. Call time and ask participants to move next to the small group activity on either (a) community involvement or (b) administrative goals.

COMMUNITY INVOLVEMENT NEEDS: SMALL GROUP ACTIVITY (25 minutes)

1. Appoint a group recorder.
2. Thoroughly orient the group to the activity. Read or paraphrase the following:

> The purpose of this activity is to identify the role of the family, community agencies, and business/industry in implementing a career education plan with school personnel. The following community involvement goals/objectives have been identified. (Hand out Worksheet 1, Community Involvement Needs.) I would like us to discuss and identify how each group can assist school personnel in implementing each objective. During the discussion, please write down any specific roles which you are willing to assume for various objectives. I'm going to ask that you turn these in at the end of this activity. Are there any questions? Let's start with the first objective.

3. Start with Objective 1 and ask opinions from the group. Be sure you discuss the role of (a) family, (b) community agencies, and (c) business/industry for each objective.
4. Ask recorder to write down all ideas and the consensus for each community involvement objective. This information will go to the career education/special needs committee.
5. Be sure to cover every objective in the time allotted.

OR

ADMINISTRATIVE NEEDS: SMALL GROUP ACTIVITY (25 minutes)

1. Appoint a group recorder.
2. Thoroughly orient the group to the activity. Read or paraphrase the following:

> The purpose of this activity is to identify what you believe are the staff, facilities and resources, student and program evaluation, staff development, and financial needs (administrative goals) for each of the instructional and community involvement goals/objectives that have been agreed upon. Due to time limitations, we must work quickly to identify those major needs for each objective. The career education/special needs com-

mittee will develop this further. (Hand out Worksheet 2, Administrative Aspects.) During the discussion please jot down any specific needs you are particularly concerned about and hand it in at the end of this activity. Write your name and agency on the worksheet. Are there any questions?

3. Start with Objective 1 and move quickly through the various administrative items.
4. Ask the recorder to write down all ideas and the consensus for each objective. This information will go to the career education/special needs committee.
5. Be sure every objective is covered in the time allotted.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (10 minutes)

1. Encourage discussion of particular concerns or needs identified by the groups.
2. Indicate this information will be used by the career education/special needs committee for the career education plan(s) which they will be reacting to in the near future.
3. Complete Session 19 evaluation form if appropriate.

WORKSHEET 1

Session 19

COMMUNITY INVOLVEMENT NEEDS

Name_____ Work Setting_____

Role: Parent___ Agency___ Business/Industry___ Address _____

Please identify which responsibilities you would be willing to assume for any of the objectives discussed during this activity. This information will be used in developing a career education plan for the schools involved in this workshop. Please check which of the three roles you are responding to above.

Objective	*Responsibility*

WORKSHEET 2

Session 19

ADMINISTRATIVE ASPECTS

Name _____ Work Setting _____

Position _____ Address _____

Please identify what you believe are the major needs for implementing the agreed upon instructional and community involvement goals/objectives listed below. This information will be used in developing a career education plan for the schools involved in this workshop.

Objectives	*Staff Needs*	*Facilities/ Resources*	*Student/ Program Evaluation*	*Staff Development*	*Budget*
Instructional Goals					
Community Goals					

EVALUATION FORM

Session 19

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. **The organization of Session 19 was: ____excellent, ____good, ____average, ____fair, ____poor.**
2. **The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.**
3. **The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.**
4. **Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.**

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the nineteenth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Recognizing strategies to be used for implementing the career education plan administrative goals and objectives.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Recognizing strategies to be used for implementing the career education plan community involvement goals and objectives.	____much ____some ____little	____much ____some ____little	____much ____some ____little
7. Identifying individual responsibilities for implementing the career education plan administrative goals and objectives.	____much ____some ____little	____much ____some ____little	____much ____some ____little
8. Identifying individual responsibilities for implementing the career education plan community involvement goals and objectives.	____much ____some ____little	____much ____some ____little	____much ____some ____little
9. Identifying the roles of the family, various agencies, and school in implementing the career education plan community goals and objectives.	____much ____some ____little	____much ____some ____little	____much ____some ____little
10. Specifying any additions in staffing, facilities, resources, evaluation, and staff development needs to facilitate implementation of the program.	____much ____some ____little	____much ____some ____little	____much ____some ____little

(continued on next page)

School _____

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc.

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OVERVIEW

Session 20: Future Actions and Workshop Evaluation

Goal: Specify group and individual participants' future actions and evaluate the workshop series.

Objectives: The participants should be able to:

1. Make a personal commitment concerning specific career education activities to be accomplished.
2. Set timelines for accomplishing personal commitment tasks.
3. Evaluate the effectiveness of the inservice program.

Note: These points should be written on a newsprint chart and kept posted throughout the session.

Topic	*Activity*	*Time*	*Responsibility*
Instructions	Large Group Presentation	10 minutes	Local educational advisor
Individual Actions	Small Group Activities	20 minutes	Participants
Questions and Answers	Large Group Discussion	10 minutes	Local educational advisor
Evaluation Instruments	Large Group Activity	20 minutes	Participants
		1 hour	

MATERIALS/RESOURCES NEEDED

1. Evaluation forms.
   - Open Ended Sentence Evaluation Form.
   - Inservice Goal Assessment Scale.
   - Staff Development Scale.
2. Worksheet Self Contract.
3. Session 20 evaluation form.

PREPLANNING ACTIVITIES

1. Duplicate worksheet: Self Contract and the evaluation forms and scales to be completed at this final session.
2. The LEA could prepare a certificate of appreciation for participants if appropriate.
3. Prepare a list of concluding announcements.

CONSIDERATIONS

1. This is the final session, therefore, it is important to remember that this session should be particularly positive and encouraging.
2. It is a good idea for the team of trainers to spend time at the conclusion of this session reflecting on the training program and deciding, as trainers, what steps to take next.
3. If the superintendent comes to the closing session to thank the participants for their efforts, this shows administrative support for the program.

ROLE OF TRAINER

1. Motivate participants to carry out their commitments to implement the career education plan.
2. Thank small group members with whom you worked during the program for participating.

DIRECTIONS

Session 20

INSTRUCTIONS: LARGE GROUP PRESENTATION (10 minutes)

1. Clarify any problems or concerns encountered by the participants during the workshop series.
2. Emphasize personal reactions concerning the inservice training program by mentioning such items as future goals and personal challenge statements to educators.
3. Thank participants warmly and compliment participants for contributions made during the final workshop and the total workshop series.
4. Single out individuals for praise where praise is appropriate. Close on a *positive* theme.

INDIVIDUAL ACTION: SMALL GROUP ACTIVITY (20 minutes)

1. Hand out Self Contract worksheet.
2. Have each participant complete the worksheet.
3. Explain that this self contract will indicate their willingness to participate in a specific way to include the Life Centered Career Education plan in their daily activities.

QUESTIONS AND ANSWERS: LARGE GROUP DISCUSSION (10 minutes)

1. Ask participants if there are any questions regarding this workshop or the total inservice training program.
2. Randomly select various participants to express personal reactions about the workshop series with regard to benefits derived, personal testaments, etc.
3. Mention that the final activity of this session is completing various evaluation instruments.

EVALUATION INSTRUMENTS: LARGE GROUP ACTIVITY (20 minutes)

1. Explain the importance of evaluation. Read or paraphrase the following:

> The evaluation design is a very important component of the inservice training program. The central thrust is to determine whether the designated objectives have been achieved. This is also a method to determine workshop success in developing increased professional knowledge, skills, attitudes, and commitment toward career education for students with mild retardation. Truthful and valid responses are strongly encouraged from participants in an effort to increase the overall quality of the inservice program. All data collected will be compiled and analyzed and the findings disseminated to interested participants and school administrators.

   Emphasize the importance of truthful answers. Emphasize the importance of *responding to every item.*
2. Have the participants complete the following evaluation forms and give to the LEC:
   - Session 20 evaluation form.
   - Open Ended Sentence Evaluation Form.
   - Inservice Goal Assessment Scale.
   - Staff Development Scale.
3. Ask participants to return the completed instruments to the LEC, after which they are free to leave.

WORKSHEET

Session 20

SELF CONTRACT

I, _____, agree to conduct the following career education activities in my _____ (school, classroom, home, agency).

	Activity	*Date for Completion*
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Signed _____

Date _____

EVALUATION FORM

Session 20

DIRECTIONS

Read each item carefully and give your honest reactions to the mentioned concepts. Please respond to every item or statement.

1. The organization of Session 20 was: ____excellent, ____good, ____average, ____fair, ____poor.
2. The objectives of this session were: ____extremely evident, ____evident, ____moderately evident, ____slightly evident, ____vague.
3. The work of the LEA and trainers was: ____excellent, ____good, ____average, ____fair, ____poor.
4. Participating in this session should prove to be: ____extremely beneficial, ____beneficial, ____moderately beneficial, ____slightly beneficial, ____not beneficial.

COMPETENCY OR PERSONAL GROWTH DEVELOPMENT

The degree of my competency development during the twentieth session can best be described as follows:

Competency Area	*Presession Competency Level*	*Postsession Competency Level*	*Importance of Competency*
5. Formulating a personal commitment to perform specific career oriented instructional activities which will enhance the competency attainment of students with mild retardation.	____much ____some ____little	____much ____some ____little	____much ____some ____little
6. Developing specific timetables for future action and activities.	____much ____some ____little	____much ____some ____little	____much ____some ____little

NARRATIVE REACTIONS

Please write a short statement regarding your feelings about the session. Include such things as strong factors, weak factors, overall reactions, things to include in this session, etc. Use the back of the page if necessary.

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School _____

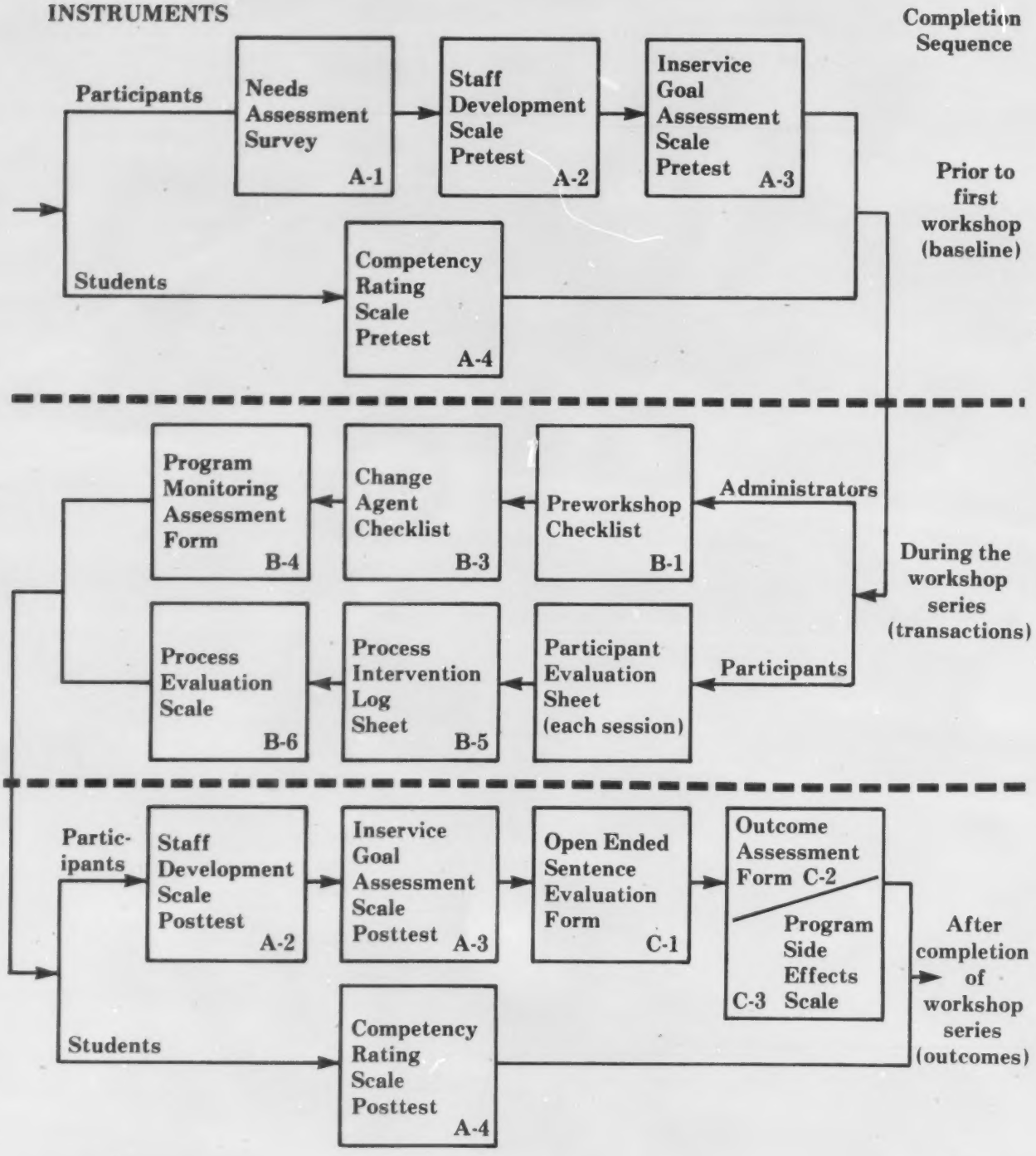
APPENDIXES

A. Baseline Instruments
B. Transaction Instruments
C. Outcome Instruments
D. Example of a Career Education Plan

APPENDIX A

Baseline Instruments

FLOW CHART SHOWING SEQUENCE FOR COMPLETION OF EVALUATION INSTRUMENTS



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NEEDS ASSESSMENT SURVEY

A-1

School: _____

(Baseline Data)

Please complete the following information:

Your position: _____ Grade level(s): _____

Major area of subject speciality: _____

Definition: Career education is all of education systematically coordinating all school, family, and community components to facilitate each individual's potential for economic, social, and personal fulfillment. It is an effort to more fully prepare an individual to maximize self potential in the domains of daily living skills, occupational guidance and preparation, and personal-social skills.

Prior to becoming involved in the Life Centered Career Education staff development training program and/or implementation of the career education plan, certain program needs must be appraised. This is to determine the discrepancy between the existing program and desired program status which will provide improved educational services for educable mentally retarded students. The needs assessment should provide the rationale from which program goals/objectives and ultimate learning activities are developed for these students.

Directions: Listed on the following pages are possible needs which relate to the career education curriculum for educable mentally retarded students and other handicapped learners in your school district. For each *need statement* do the following:

1. Rank each of the 28 items on the first scale at the right side of the page in terms of how important the *need* is to you. Use the following key and circle the appropriate response for each item.
   Key: 1 = low need
   2 = moderate need
   3 = high need

2. Then, rank the *status* for the items on the second scale provided for each item. This ranking indicates how well you believe the school district is currently accomplishing the need. Use the following values and circle the appropriate response for each item.
   Key: 1 = not accomplished
   2 = partially accomplished
   3 = accomplished

3. Remember:
   A. The *first* response line represents the importance of *need.*
   B. The *second* response line represents the *status* (degree) of accomplishment in your school district.

Example:

Need to provide career education to all students.	Need	1 2 (3)
	Status	(1) 2 3

We, as educators, in an effort to offer quality career educational services to handicapped students:

Need Statement	*Descriptor*	*Response*
1. Need to integrate these students into regular classes.	Need	1 2 3
	Status	1 2 3
2. Need to implement more career education curricula in our school system.	Need	1 2 3
	Status	1 2 3

(Continued on next page)

3. Need to have written career education goals/objectives in the school curriculum.	Need	1	2	3
	Status	1	2	3
4. Need to establish a faculty career education steering committee.	Need	1	2	3
	Status	1	2	3
5. Need to establish a career education competency based curriculum.	Need	1	2	3
	Status	1	2	3
6. Need to provide career education decision making experiences in the classroom.	Need	1	2	3
	Status	1	2	3
7. Need to involve all family members in the career education process.	Need	1	2	3
	Status	1	2	3
8. Need to more fully involve available resources in the community.	Need	1	2	3
	Status	1	2	3
9. Need to become knowledgeable about the nature of handicapping conditions in an effort to increase positive teacher attitudes.	Need	1	2	3
	Status	1	2	3
10. Need to identify appropriate educational assistance/techniques/services that will enhance student learning and integration.	Need	1	2	3
	Status	1	2	3
11. Need to learn specific instructional techniques for teaching a competency based career education curriculum.	Need	1	2	3
	Status	1	2	3
12. Need to identify major sources of instructional materials/media to provide career development experiences.	Need	1	2	3
	Status	1	2	3
13. Need to use a variety of appraisal techniques to accurately evaluate attained student competency level.	Need	1	2	3
	Status	1	2	3
14. Need to establish communication among students, teachers, parents, business/ industry, government, and community social agencies.	Need	1	2	3
	Status	1	2	3
15. Need to develop a systematic comprehensive career education implementation plan.	Need	1	2	3
	Status	1	2	3
16. Need to learn how to effectively evaluate and monitor a functioning career education program.	Need	1	2	3
	Status	1	2	3
17. Need to gain knowledge about the changing role of the special educator in a career education program for these integrated students.	Need	1	2	3
	Status	1	2	3
18. Need to gain student, school, parent, and community support for a competency based career education program.	Need	1	2	3
	Status	1	2	3
19. Need to emphasize the career implications of competency based subject matter.	Need	1	2	3
	Status	1	2	3
20. Need to have school staff involved in developing a career education plan.	Need	1	2	3
	Status	1	2	3
21. Need to establish specific roles regarding which teachers will teach specific career competencies to these students.	Need	1	2	3
	Status	1	2	3
22. Need to have a formal career education orientation program and inservice provision for upgrading school staff.	Need	1	2	3
	Status	1	2	3
23. Need to identify the major career education implementation barriers and solutions for eliminating these barriers.	Need	1	2	3
	Status	1	2	3
24. Need to identify the necessary tools, materials, and equipment required to implement a career education program.	Need	1	2	3
	Status	1	2	3
25. Need to assist these students in acquiring daily living skills, occupational guidance and preparation, and personal-social skills.	Need	1	2	3
	Status	1	2	3
26. Need to infuse career information into the subject content taught in every classroom.	Status	1	2	3
27. Need to identify any concerns which teachers may have about integrating handicapped students into regular classes.	Need	1	2	3
	Status	1	2	3
28. Need to identify various ways regular classroom teachers can use special education teachers to assist in teaching career education competencies.	Need	1	2	3
	Status	1	2	3

STAFF DEVELOPMENT SCALE

A-2

Name _____

Date _____

School _____

City _____

Soc. Sec. Number _____

The following items are of direct concern to all educators working with educable mentally retarded students and other handicapped learners. Each statement deals with the present movement to integrate these students into a career education environment within the regular classroom.

Directions: The following statements are designed to identify beliefs you have concerning career education and/or mildly retarded students. There are no right or wrong answers. Just circle the response which best describes how you feel about each statement. Circle only *one* response for each item.

Key: SA — Strongly agree with statement
A — Agree with statement
U — Undecided, no opinion, neither agree nor disagree with the statement
D — Disagree with statement
SD — Strongly disagree with statement

Statements of Belief

1. An educable mentally retarded student is classified as such because s/he lacks ability in the areas of general intelligence and adaptive behavior.	SA	A	U	D	SD
2. Selective integration is an effort to move these students into regular classes in an effort to be more accepted by "normal" peers.	SA	A	U	D	SD
3. Selective integration will eliminate special services, classes, and programs for these students.	SA	A	U	D	SD
4. Career education should systematically coordinate the school, family, and community resources to facilitate each individual's career potential.	SA	A	U	D	SD
5. There are a few appropriate community resources available to assist teaching career competencies to these students.	SA	A	U	D	SD
6. It is unlikely that these students will be thought of as contributing to society.	SA	A	U	D	SD
7. Mainstreaming is an effective way to provide career education to these students.	SA	A	U	D	SD
8. These students would benefit if a greater emphasis was placed on career education.	SA	A	U	D	SD
9. Being labeled mentally retarded causes these students social and academic problems.	SA	A	U	D	SD
10. School personnel should make the decisions regarding proper classroom placement of these students.	SA	A	U	D	SD
11. Counselors should be allowed to make career choices for these students.	SA	A	U	D	SD
12. Competency training in occupational skills is not important for these students.	SA	A	U	D	SD
13. Generally these students do not look any different than other students.	SA	A	U	D	SD
14. Competency training in personal-social skills is important for these students.	SA	A	U	D	SD
15. The mainstreaming question is more of a civil rights issue than an educational problem.	SA	A	U	D	SD

16. Relevant teaching is a goal of career education.	SA	A	U	D	SD
17. These students interfere with the learning of other students in an integrated class.	SA	A	U	D	SD
18. It is sometimes important for educators to clarify their feelings about these students.	SA	A	U	D	SD
19. Career education is intended for students not able to succeed in an academic program.	SA	A	U	D	SD
20. These students create instructional problems for the regular classroom teacher.	SA	A	U	D	SD
21. It is important that educators understand effective methods of teaching career education skills.	SA	A	U	D	SD
22. Regular classroom teachers have an obligation to all students in the class.	SA	A	U	D	SD
23. It is important to develop competency based career instructional units to use with these students.	SA	A	U	D	SD
24. Career education is just another fad that will soon be forgotten.	SA	A	U	D	SD
25. Regular classroom teachers are prepared to meet the educational needs of all students.	SA	A	U	D	SD
26. These students often grow up to be good citizens.	SA	A	U	D	SD
27. Career education curriculum should be designed around a competency based education plan for these students.	SA	A	U	D	SD
28. It is important for the family to assist in teaching career competencies.	SA	A	U	D	SD
29. It is beneficial for educators to understand the major causes of mental retardation.	SA	A	U	D	SD
30. Competency training in daily living skills is important for these students.	SA	A	U	D	SD
31. It is important for regular classroom teachers to understand definitions and terminology associated with these students.	SA	A	U	D	SD
32. These students can learn social behaviors in regular classes.	SA	A	U	D	SD
33. It is important for regular classroom teachers to develop individualized units of study for these students.	SA	A	U	D	SD
34. It is beneficial to understand the career potential of these students.	SA	A	U	D	SD
35. Lecture is a good technique for teaching these students.	SA	A	U	D	SD
36. It is important to be aware of career problems which these students may encounter.	SA	A	U	D	SD
37. The need for mainstreaming reflects a recognition that previous educational placements were not appropriate.	SA	A	U	D	SD
38. There are several ways to integrate these students into regular classes.	SA	A	U	D	SD
39. Mainstreaming these students will have an adverse effect on the educational achievement of other students.	SA	A	U	D	SD
40. These students are inclined to be behavior problems.	SA	A	U	D	SD
41. The most important thing you can teach these students is how to be prepared for life.	SA	A	U	D	SD
42. Currently there is insufficient evidence to justify an opinion on the mainstreaming issue.	SA	A	U	D	SD
43. It is important for these students to master career competencies prior to departure from school.	SA	A	U	D	SD
44. These students have a right to the services of a regular classroom teacher.	SA	A	U	D	SD
45. Selective integration will improve the social acceptance of handicapped students by their "normal" peers.	SA	A	U	D	SD
46. Curriculum development is a waste of time for teachers.	SA	A	U	D	SD
47. Educators should develop a teaching plan based on infusion of career concepts into their subject specialty.	SA	A	U	D	SD
48. These students can benefit from career education experiences provided in a regular classroom.	SA	A	U	D	SD

49. It is beneficial to become aware of the application of career education curriculum to special populations.	SA	A	U	D	SD
50. Career education and vocational education become identical programs when dealing with these students.	SA	A	U	D	SD
51. Self contained special classes for these students discriminate against low socio-economic students.	SA	A	U	D	SD
52. Career education is relevant to these students.	SA	A	U	D	SD
53. Educators would find it useful to be able to identify several occupations which can be performed by these students.	SA	A	U	D	SD
54. Effective learning experiences for these students can be successfully developed by regular teachers.	SA	A	U	D	SD
55. It is beneficial to recognize the relationship between career education and competency based curriculum.	SA	A	U	D	SD
56. It is of value for regular classroom teachers to understand occasional misbehavior by these students.	SA	A	U	D	SD

INSERVICE GOAL ASSESSMENT SCALE

A-3

Name _____

School _____

Soc. Sec. Number _____

Directions: Many educators are currently promoting the movement to improve career opportunities for handicapped students. Listed below are some important major goals regarding your current involvement with this movement in education. Please read each item carefully and circle the most appropriate response that indicates your present level of involvement.

The term "involvement" should be interpreted to include any behavior that reflects a degree of commitment toward working in career education for these students. Such behaviors can range from overtly displaying a positive attitude toward the concept during coworker discussions to performing such activities as conducting educational research. Behaviors exhibited toward these concepts should reflect how actively you are assuming a change agent role in this movement. Please give your honest reactions to each item. Circle only *one* response for each item.

Key: 5 — Extensively involved
4 — Involved
3 — Moderately involved
2 — Slightly involved
1 — Not involved

To what degree are you currently involved in attempting to:

1. Increase the general effectiveness of coworkers working with career education concepts which relate to these students?	5	4	3	2	1
2. Develop interpersonal growth among coworkers dealing with career education programs involving these students?	5	4	3	2	1
3. Provide the means for causing coworker self evaluation to occur regarding educational issues such as career education for these students?	5	4	3	2	1
4. Change teaching patterns and methods of directing learning experiences to compensate for the unique individual career needs of these students?	5	4	3	2	1
5. Improve utilization of career education resources developed for these students?	5	4	3	2	1
6. Improve human relationships between educators and these students?	5	4	3	2	1
7. Provide opportunities for discussions and sharing of ideas among coworkers concerning career education for these students?	5	4	3	2	1
8. Provide adequate feedback to coworkers relating to effectiveness of teaching career education skills to these students?	5	4	3	2	1
9. Provide opportunities or encourage coworkers dealing with career education and these students to pursue continuous professional growth (develop new teaching competencies, attend workshops, etc.)?	5	4	3	2	1
10. Assist coworkers to become more proficient in the use of media when teaching career education concepts to these students?	5	4	3	2	1
11. Obtain maximum impact by influencing all of your coworkers concerning the idea of career education for these students?	5	4	3	2	1
12. Involve coworkers in the planning and implementation of inservice training relating to career education for these students?	5	4	3	2	1
13. Provide an atmosphere which facilitates professional growth and change whenever needs arise related to career education for these students?	5	4	3	2	1
14. Involve coworkers and educational groups in any type of career education research and experimentation related to these students?	5	4	3	2	1

LIFE CENTERED CAREER EDUCATION

Competency Rating Scale
Record Form

Experimental[1]

DAILY LIVING SKILLS

Student Name_____ Date of Birth_____ Sex _____

School_____ City_____ State _____

Directions: Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and explanation of the *yes/no* column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	*Rater(s)*								
	Grade Level								
	Date(s)								
								Yes	*No*
1. Managing Family Finances									
1. Identify money and make correct change	—	—	—	—	—	—	—	—	—
2. Make wise expenditures	—	—	—	—	—	—	—	—	—
3. Obtain and use bank and credit services	—	—	—	—	—	—	—	—	—
4. Keep basic financial records	—	—	—	—	—	—	—	—	—
5. Calculate and pay taxes	—	—	—	—	—	—	—	—	—
2. Selecting, Managing, and Maintaining a Home									
6. Select adequate housing	—	—	—	—	—	—	—	—	—
7. Maintain a home	—	—	—	—	—	—	—	—	—
8. Use basic appliances and tools	—	—	—	—	—	—	—	—	—
9. Maintain home exterior	—	—	—	—	—	—	—	—	—
3. Caring for Personal Needs									
10. Dress appropriately	—	—	—	—	—	—	—	—	—
11. Exhibit proper grooming and hygiene	—	—	—	—	—	—	—	—	—
12. Demonstrate knowledge of physical fitness, nutrition and weight control	—	—	—	—	—	—	—	—	—
13. Demonstrate knowledge of common illness prevention and treatment	—	—	—	—	—	—	—	—	—
4. Raising Children and Enriching Family Living									
14. Prepare for adjustment to marriage	—	—	—	—	—	—	—	—	—
15. Prepare for raising children (physical care)	—	—	—	—	—	—	—	—	—
16. Prepare for raising children (psychological care)	—	—	—	—	—	—	—	—	—
17. Practice family safety in the home	—	—	—	—	—	—	—	—	—

[1]The CRS is a research instrument developed at the University of Missouri-Columbia. Data resulting from the use of the CRS should be clearly labeled experimental and should be interpreted with appropriate caution. Direct inquiries to: Donn E. Brolin, 16c Hill Hall, University of Missouri, Columbia MO 65201.

Subcompetencies	*Rater(s)*								
	Grade Level								
	Date(s)								
5. Buying and Preparing Food								*Yes*	*No*
18. Demonstrate appropriate eating skills		—	—	—	—	—	—	—	—	—
19. Plan balanced meals		—	—	—	—	—	—	—	—	—
20. Purchase food		—	—	—	—	—	—	—	—	—
21. Prepare meals		—	—	—	—	—	—	—	—	—
22. Clean food preparation areas		—	—	—	—	—	—	—	—	—
23. Store food		—	—	—	—	—	—	—	—	—
6. Buying and Caring for Clothing										
24. Wash clothing		—	—	—	—	—	—	—	—	—
25. Iron and store clothing		—	—	—	—	—	—	—	—	—
26. Perform simple mending		—	—	—	—	—	—	—	—	—
27. Purchase clothing		—	—	—	—	—	—	—	—	—
7. Engaging in Civic Activities										
28. Generally understand local laws and government		—	—	—	—	—	—	—	—	—
29. Generally understand federal government		—	—	—	—	—	—	—	—	—
30. Understand citizenship rights and responsibilities		—	—	—	—	—	—	—	—	—
31. Understand registration and voting procedures		—	—	—	—	—	—	—	—	—
32. Understand selective service procedures		—	—	—	—	—	—	—	—	—
33. Understand civil rights and responsibilities when questioned by the law		—	—	—	—	—	—	—	—	—
8. Utilizing Recreation and Leisure										
34. Participate actively in group activities		—	—	—	—	—	—	—	—	—
35. Know activities and available community resources		—	—	—	—	—	—	—	—	—
36. Understand recreational values		—	—	—	—	—	—	—	—	—
37. Use recreational facilities in the community		—	—	—	—	—	—	—	—	—
38. Plan and choose activities wisely		—	—	—	—	—	—	—	—	—
39. Plan vacations		—	—	—	—	—	—	—	—	—
9. Getting around the Community (Mobility)										
40. Demonstrate knowledge of traffic rules and safety practices		—	—	—	—	—	—	—	—	—
41. Demonstrate knowledge and use of various means of transportation		—	—	—	—	—	—	—	—	—
42. Drive a car		—	—	—	—	—	—	—	—	—
*Total Possible Score (TPS) = N × 2 _____	*Total actual Score (TAS)	—	—	—	—	—	—	—		
	*Average Score (AS) = TAS/N	—	—	—	—	—	—	—		

Comments: _____

*Refer to the CRS manual for calculation and interpretation.

LIFE CENTERED CAREER EDUCATION

Competency Rating Scale

Record Form

Experimental[1]

PERSONAL-SOCIAL SKILLS

Student Name_____ Date of Birth_____ Sex _____

School_____ City_____ State _____

Directions: Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and explanation of the *yes/no* column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	*Rater(s)*								
	Grade Level								
	Date(s)								
10. Achieving Self Awareness								*Yes*	*No*
43. Attain a sense of body		—	—	—	—	—	—	—	—	—
44. Identify interests and abilities		—	—	—	—	—	—	—	—	—
45. Identify emotions		—	—	—	—	—	—	—	—	—
46. Identify needs		—	—	—	—	—	—	—	—	—
47. Understand physical self		—	—	—	—	—	—	—	—	—
11. Acquiring Self Confidence										
48. Express feelings of worth		—	—	—	—	—	—	—	—	—
49. Tell how others see him/her		—	—	—	—	—	—	—	—	—
50. Accept praise		—	—	—	—	—	—	—	—	—
51. Accept criticism		—	—	—	—	—	—	—	—	—
52. Develop confidence in self		—	—	—	—	—	—	—	—	—
12. Achieving Socially Responsible Behavior										
53. Know character traits needed for acceptance		—	—	—	—	—	—	—	—	—
54. Know proper behavior in public		—	—	—	—	—	—	—	—	—
55. Develop respect for the rights and properties of others		—	—	—	—	—	—	—	—	—
56. Recognize authority and follow instructions		—	—	—	—	—	—	—	—	—
57. Recognize personal roles		—	—	—	—	—	—	—	—	—

[1]The CRS is a research instrument developed at the University of Missouri-Columbia. Data resulting from the use of the CRS should be clearly labeled experimental and should be interpreted with appropriate caution. Direct inquiries to: Donn E. Brolin, 16C Hill Hall, University of Missouri, Columbia, MO 65201.

Subcompetencies	*Rater(s)*								
	Grade Level								
	Date(s)								
13. Maintaining Good Interpersonal Relationships									
58. Know how to listen and respond		—	—	—	—	—	—	—	—	—
59. Know how to make and maintain friendships		—	—	—	—	—	—	—	—	—
60. Establish appropriate heterosexual relationships		—	—	—	—	—	—	—	—	—
61. Know how to establish close relationships		—	—	—	—	—	—	—	—	—
14. Achieving Independence									
62. Understand the impact of behavior on others		—	—	—	—	—	—	—	—	—
63. Understand self organization		—	—	—	—	—	—	—	—	—
64. Develop goal seeking behavior		—	—	—	—	—	—	—	—	—
65. Strive toward self actualization		—	—	—	—	—	—	—	—	—
15. Achieving Problem Solving Skills									
66. Differentiate bipolar concepts		—	—	—	—	—	—	—	—	—
67. Understand the need for goals		—	—	—	—	—	—	—	—	—
68. Look at alternatives		—	—	—	—	—	—	—	—	—
69. Anticipate consequences		—	—	—	—	—	—	—	—	—
70. Know where to find good advice		—	—	—	—	—	—	—	—	—
16. Communicating Adequately with others									
71. Recognize emergency situations		—	—	—	—	—	—	—	—	—
72. Read at the level needed for future goals		—	—	—	—	—	—	—	—	—
73. Write at the level needed for future goals		—	—	—	—	—	—	—	—	—
74. Speak adequately for understanding		—	—	—	—	—	—	—	—	—
75. Understand the subtleties of communication		—	—	—	—	—	—	—	—	—
*Total Possible Score (TPS) = N × 2 _____	*Total Actual Score (TAS)	—	—	—	—	—	—	—		
	*Average Score (AS) × TAS/N	—	—	—	—	—	—	—		

Comments: _____

_____

*Refer to the CRS manual for calculation and interpretation.

LIFE CENTERED CAREER EDUCATION

Competency Rating Scale

Record Form

Experimental[1]

OCCUPATIONAL GUIDANCE AND PREPARATION

Student Name_____ Date of Birth_____ Sex _____

School_____ City_____ State _____

Directions: Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and explanation of the *yes/no* column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	*Rater(s)*								
	Grade Level								
	Date(s)								
								Yes	*No*
17. Knowing and Exploring Occupational Possibilities									
76. Identify the personal values met through work	—	—	—	—	—	—	—	—	—
77. Identify the societal values met through work	—	—	—	—	—	—	—	—	—
78. Identify the remunerative aspects of work	—	—	—	—	—	—	—	—	—
79. Understand the classification of jobs into different occupational systems	—	—	—	—	—	—	—	—	—
80. Identify occupational opportunities available locally	—	—	—	—	—	—	—	—	—
81. Identify sources of occupational information	—	—	—	—	—	—	—	—	—
18. Selecting and Planning Occupational Choices									
82. Identify major occupational needs	—	—	—	—	—	—	—	—	—
83. Identify major occupational interests	—	—	—	—	—	—	—	—	—
84. Identify occupational aptitudes	—	—	—	—	—	—	—	—	—
85. Identify requirements of appropriate and available jobs	—	—	—	—	—	—	—	—	—
86. Make realistic occupational choices	—	—	—	—	—	—	—	—	—
19. Exhibiting Appropriate Work Habits and Behaviors									
87. Follow directions	—	—	—	—	—	—	—	—	—
88. Work with others	—	—	—	—	—	—	—	—	—
89. Work at a satisfactory rate	—	—	—	—	—	—	—	—	—
90. Accept supervision	—	—	—	—	—	—	—	—	—
91. Recognize the importance of attendance and punctuality	—	—	—	—	—	—	—	—	—
92. Meet demands of quality work	—	—	—	—	—	—	—	—	—
93. Demonstrate occupational safety	—	—	—	—	—	—	—	—	—

[1]The CRS is a research instrument developed at the University of Missouri-Columbia. Data resulting from the use of the CRS should be clearly labeled experimental and should be interpreted with appropriate caution. Direct inquiries to: Donn E. Brolin, 16C Hill Hall, University of Missouri, Columbia, MO 65201.

Subcompetencies	*Rater(s)*								
	Grade Level								
	Date(s)								
								Yes	*No*
20. Physical-Manual Skills									
94. Demonstrate satisfactory balance and coordination	—	—	—	—	—	—	—	—	—
95. Demonstrate satisfactory manual dexterity	—	—	—	—	—	—	—	—	—
96. Demonstrate satisfactory stamina and endurance	—	—	—	—	—	—	—	—	—
97. Demonstrate satisfactory sensory discrimination	—	—	—	—	—	—	—	—	—
21. Obtaining a Specific Occupational Skills									
a. _____									
b. _____									
c. _____									
d. _____									
e. _____									
f. _____									
22. Seeking, Securing, and Maintaining Employment									
98. Search for a job	—	—	—	—	—	—	—	—	—
99. Apply for a job	—	—	—	—	—	—	—	—	—
100. Interview for a job	—	—	—	—	—	—	—	—	—
101. Adjust to competitive standards	—	—	—	—	—	—	—	—	—
102. Maintain postschool occupational adjustment	—	—	—	—	—	—	—	—	—
*Total Possible Score (TPS) = N × 2 _____	*Total Actual Score (TAS)	—	—	—	—	—	—	—	
	*Average Score (AS) × TAS/N	—	—	—	—	—	—	—	
*Cumulative TPS _____	*Cumulative TAS	—	—	—	—	—	—	—	
	*Cumulative AS	—	—	—	—	—	—	—	

Comments: _____

_____

*Refer to the CRS manual for calculation and interpretation.

APPENDIX B

Transaction Instruments

PREWORKSHOP CHECKLIST

B-1

Directions: The following list of items should be considered to insure success and provide an orderly flow of events during the workshop series conducted at your school. Please check each task as to whether it has been accomplished prior to the workshop date.

Have you:	*Yes*	*No*
1. Sent written notice to workshop participants about location, date, and time of the workshop?	____	____
2. Conducted a preworkshop orientation meeting of the training cadre?	____	____
3. Determined if workshop facilities are large enough and are able to be arranged to accommodate small group activities?	____	____
4. Determined if premises are suitable for audiovisual presentation, with the room being able to be darkened?	____	____
5. Identified location of rest rooms?	____	____
6. Determined the audiovisual equipment needed (including projector, screen, extension cords, etc.)?	____	____
7. Made provisions for coffee and other refreshments during the breaks?	____	____
8. Arranged for eating accommodations?	____	____
9. Checked the room for adequate light, heating, etc.?	____	____
10. Made arrangements to provide workshop participants with workshop publications, documents, etc.?	____	____
11. Brought the necessary workshop materials (pencils, poster paper, tape, chalk, marking pens, etc.)?	____	____
12. Made name tags for each participant?	____	____
13. Developed a workshop agenda to give each participant?	____	____
14. Determined if convenient parking space is available?	____	____

TRAINER'S CHECKLIST

B-2

	Yes	*No*
1. Did I make the participants feel welcome?	____	____
2. Was the atmosphere positive?	____	____
3. Did I participate in all activities?	____	____
4. Was I enthusiastic?	____	____
5. Was I negative?	____	____
6. Did all group members participate?	____	____
7. Were any participants excluded?	____	____
8. Did anyone dominate the group?	____	____
9. Did anyone withdraw from the group?	____	____
10. During my presentation, did I *speak* to the audience or did I *read* to them?	____	____
11. Was I prepared for my large group presentation?	____	____
12. Was there a team relationship in my group?	____	____
13. Did I keep my group on target?	____	____
14. Did I encourage discussion?	____	____
15. Did I make an effort to listen to each group member?	____	____
16. Was the atmosphere relaxed and comfortable?	____	____
17. Was I flexible?	____	____
18. Did I capitalize on spontaneous situations?	____	____
19. Was my presentation unified, did it hang together?	____	____
20. Was I in touch with my audience?	____	____

CHANGE AGENT CHECKLIST

B-3

Directions: In the process of implementing the Life Centered Career Education plan have you, during this semester, completed the following tasks?

Have you:	*Yes*	*No*
1. Developed open lines of communication among staff members capable of adopting the Life Centered Career Education plan in their classrooms?	____	____
2. Developed or suggested formal and informal career oriented leadership roles in your school?	____	____
3. Worked toward eliminating barriers which oppose implementing the career education plan (time, money, etc.)?	____	____
4. Spent time with staff willing to implement Life Centered Career Education during the initial phases of change?	____	____
5. "Practiced what you preach" related to Life Centered Career Education?	____	____
6. Provided an atmosphere in which school staff feel free to admit something is working correctly in the career education plan?	____	____
7. Developed a positive attitude and information base toward suggested curriculum changes?	____	____
8. Given personal attention to program related innovative practices in the school?	____	____
9. Involved the staff members in any decision making process?	____	____
10. Listened to the opponents of the career education plan; in some instances they may be right. . . .	____	____
11. Encouraged competency unit curriculum change to come from the individual staff members without coercing them into the activity?	____	____

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PROGRAM MONITORING ASSESSMENT FORM

B-4

Directions: Listed below are several tasks or elements needed to assure success when implementing and monitoring the functional Life Centered Career Education plan. This instrument should be completed at the beginning of each school semester to appraise which are deficient and need additional attention. Check either a yes or no response for each item. A no response indicates needed attention to strengthen the functioning plan.

Do you have or have you:	*Yes*	*No*
1. Support for the Life Centered Career Education program from the school board and from high level administrative officials?	____	____
2. A written approval from the board of education for implementing the program?	____	____
3. A community advisory committee?	____	____
4. Conducted a review of literature for career education purposes of programs other than Life Centered Career Education?	____	____
5. Visited any other ongoing programs in the area?	____	____
6. A Life Centered Career Education building advisory committee?	____	____
7. Conducted periodic assessments to determine what is being accomplished with the program?	____	____
8. The advisory committee assessed the needs of these handicapped students?	____	____
9. Developed a yearly career education report or proposal for the board of education?	____	____
10. A Life Centered Career Education plan for your building?	____	____
11. A staff of school counselors and teachers willing to accept a new role in the Life Centered Career Education plan?	____	____
12. A current list of barriers in opposition to the plan?	____	____
13. A current list of community resources available to assist with the plan?	____	____
14. An organized public relations program in the district?	____	____
15. Collected current career education inservice program materials and strategies for variations and additional infusion?		
16. Identified school staff inservice needs for career education of handicapped students?	____	____
17. An organized general orientation program to explain Life Centered Career Education to new teachers?	____	____
18. Provisions to offer inservice training to interested school staff?	____	____
19. Offered any career education inservice during the past semester?	____	____
20. Acquired career education resources/materials which support competency units or curriculum being developed by school staff?	____	____
21. Implemented any additional curriculum units or competency units during the past semester?	____	____
22. Evaluated or modified the Life Centered Career Education plan during the past semester?	____	____
23. Conducted a formal internal/external program evaluation during the last semester to determine if changes are needed to fit program goals?	____	____
24. Made any program revisions during the past semester based on outside evaluation and school staff appraisal?	____	____
25. Disseminated any successful curriculum units and strategies to other interested school districts during the past semester?	____	____

PROCESS INTERVENTION LOG SHEET

B-5

School: _____

Directions: According to your school implementation plan and your personal commitment, specific Life Centered Career Education competencies were selected to be included in the context of your subject area for teaching educable mentally retarded students. This log sheet, which will be compiled bimonthly, will serve as a monitoring device to assess the degree of progress being made in teaching the selected competencies to these students. Please complete the following items on this form and return to the local evaluation coordinator (LEC).

1. Do you now have one or more handicapped students in your courses? _____Yes _____No
   (If the answer is no, please check no and return this form to the LEC.)
2. How many of these students do you currently serve on a daily basis? _____
3. Indicate the major subcompetency which is your teaching responsibility.

   _____
   (subcompetency) (subcompetency title)
4. Have you been attempting to teach this subcompetency to these students? _____Yes _____No
   (If the answer is no, please return this form to the LEC without answering No. 5, 6, and 7.)
5. If the answer to No. 4 is yes, please write a short narrative as to the processes used. Include such information as specific learning activities/strategies, specific use of adults/peers, frequency of using these special education interventions.

   Note: Please write on the back of this sheet if additional space is needed to complete this item.

   - Activities/strategies:
   - Use of adults/peers:
   - Frequency of use:
   - Other:

6. Are you currently using the life centered competency unit approach as an instructional guide in teaching the subcompetency identified in item No. 3 of this log sheet? _____Yes _____No
7. Have you modified the competency unit in any way to better fit your individual teaching/counseling style?
   ____Yes ____No (If the answer is "yes," please explain how the competency unit was modified.)

Please return this form to the local evaluation coordinator

PROCESS EVALUATION SCALE

B-6

School: _____
(Process Data)

Directions: Listed below are several concepts or tasks associated with the life centered conceptualization of career education. This is an effort to determine how well the instructional process for educable mentally retarded students is functioning in your school system. Please read each item carefully and give your honest reaction by checking one response for each item.

Key:

Yes = The concept or task is implemented or functioning
Partially = Is in planning stage but not implemented or functioning
No = Not implemented or functioning
? = Can not make an accurate judgment

Concept or Task	*Yes*	*Partially*	*No*	*?*
1. Are staff members devising/locating materials and methods to help handicapped students acquire the life centered career competencies and implications of these competencies?	___	___	___	___
2. Are teachers helping these students acquire and use good work habits and meaningful work values?	___	___	___	___
3. Have staff members integrated Life Centered Career Education concepts into their instructional activities and student relationships?	___	___	___	___
4. Is the business community providing work cooperation experiences to these students?	___	___	___	___
5. Do the reactions from students, parents, community agencies, and school staff indicate that Life Centered Career Education is a successful program?	___	___	___	___
6. Are school staff working to implement Life Centered Career Education concepts within the home and family structure?	___	___	___	___
7. Is the implementation plan being followed according to stated goals and objectives?	___	___	___	___
8. Are guidance personnel participating in job placement programs and followup studies of these students?	___	___	___	___
9. Are family members assisting these students in acquiring the skills identified by the Life Centered Career Education competencies?	___	___	___	___
10. Is the school administration emphasizing the suggested methodology as a priority goal for educating these students?	___	___	___	___
11. Is the administration supporting curriculum revision designed to collectively involve the school, parents, and community resources in providing student oriented skill development experiences?	___	___	___	___
12. Are teachers establishing course goals/objectives which are directly related to a life centered competency or subcompetency?	___	___	___	___
13. Is there evidence that staff members are using Competency Unit curriculum guides in structuring the educational program for these students?	___	___	___	___
14. Is effective use being made of career education facilities, equipment, budget, and staff?	___	___	___	___
15. Do the benefits of the Life Centered Career Education approach justify the operational input such as financial assistance, organization, and time investment?	___	___	___	___

OUTCOME INSTRUMENTS

Appendix C

OPEN ENDED SENTENCE EVALUATION FORM

C-1

FINAL EVALUATION FORM
School _____
(Outcome Data)

Directions: Using the following keywords, please complete a declarative sentence concerning your feelings toward the entire series of workshops:

1. Overall, I feel that . . .

2. I am thinking about doing . . .

3. I really enjoyed . . .

4. The neatest thing I could do now is . . .

5. I would like to . . .

6. As a result of these workshops, I developed skill in . . .

7. Overall, I acquired increased knowledge about . . .

8. The workshops could be improved by . . .

9. The most satisfying aspect of the workshops was . . .

School: _____
(Outcome Data)

OUTCOME ASSESSMENT SCALE

C-2

Directions: Life Centered Career Education has been functioning in your school district for approximately one year. During this time certain results or benefits can be expected. Use your best professional judgment in responding to the following items. Please give your honest reactions by checking one of the four possible responses for each item.

To what extent has the Life Centered Career Education program:	*Much*	*Some*	*Little*	*None*
1. Provided you with additional skills to deal more effectively with handicapped learners?	___	___	___	___
2. Influenced you in developing a more favorable attitude toward the potential and human worth of these students?	___	___	___	___
3. Influenced you to provide better services for the educational needs of these students?	___	___	___	___
4. Provided you with insights as to how special educators can focus both on the needs of these students as well as assist regular classroom educators in teaching students?	___	___	___	___
5. Assisted you in helping these students to become better integrated into the total school career education program?	___	___	___	___
6. Assisted you in providing better educational structure so these students can leave school better prepared to function in society?	___	___	___	___
7. Served as a catalyst in motivating you to promote student, parent, and community agency involvement and interaction with the school?	___	___	___	___
8. Stimulated enough interest in coworkers and other local school districts so that you have been sought out and questioned about the merits of the program?	___	___	___	___
9. Influenced your opinion to believe that other schools throughout the nation will benefit if they seek and use the inservice staff development model and materials?	___	___	___	___
10. Motivated you to use *Life Centered Career Education: A Competency Based Approach?*	___	___	___	___
11. Proved that these students can function in your classes to acquire competency based curriculum?	___	___	___	___
12. Helped you gain support from community businesses and social agencies with career education implementation efforts?	___	___	___	___
13. Assisted you in gaining the support of parents, because they feel satisfied with your career education implementation efforts?	___	___	___	___
14. Influenced your personal commitment to work toward expanding the career education implementation plan?	___	___	___	___
15. Stimulated you to increase your efforts toward individualizing instruction for these students?	___	___	___	___
16. Provided inservice knowledge and materials that are beneficial in your classes or educational role?	___	___	___	___

School: _____

(Outcome Data)

PROGRAM SIDE EFFECTS SCALE

C-3

Directions: As important as it is to measure intended program outcomes as well as processes employed to produce them, it is also important to gauge the side effects of a program. In the space provided below please give a narrative description of any unexpected reactions by school staff, students, parents, or community members which can be attributed to involvement with Life Centered Career Education. These reactions may involve a spinoff or impact made on the total educational program of your school system and may affect the entire student body or portions thereof. Do not limit your perspective to include only the mentally handicapped student population.

Example: Perhaps a workshop caused you to incorporate contract teaching as a classroom teaching technique or to initiate a new work-study program for mentally retarded students.

Narrative Reactions:

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EXAMPLE OF A CAREER EDUCATION PLAN

Appendix D

Parts of this sample career education plan were excerpted from plans submitted by cooperating school districts which served as field test sites. We appreciate their permission to use portions of their plans in this document.

CENTRAL HIGH SCHOOL

PHILOSOPHY[1]

We believe that the purpose of this school is to help every student develop and grow intellectually, emotionally, and physically so that s/he may successfully assume the important life roles of learner, consumer, citizen, family member, and producer (or worker).

The school exists to serve the needs of the community in which it is located. The need, as most often stated by parents, is preparation for life in a changing dynamic world.

Our teachers should think of their students as individuals with particular needs and interests. We should develop in our students a feeling of worth, dignity, and importance. Students learn most effectively when they feel good about themselves and what they are doing.

The school should provide opportunities for students to develop a sense of responsibility for their own actions as these actions affect themselves, their friends, families, and community. We should encourage our students to make decisions on their own and accept the consequences of them.

The school should provide opportunities for students to practice citizenship and participate in government. We should engender attitudes of acceptance, tolerance, and understanding between students and their teachers, friends, family, and the community at large. The school should promote understanding among students of different backgrounds by being a forum for the exchange of ideas and philosophies.

We endeavor to help students realize their maximum potential, discover their strengths and limitations, learn to live with others, appreciate individual differences between persons, and respect the dignity of each individual.

DEFINITION/CONCEPTUALIZATION OF CAREER EDUCATION

Career education is a term which describes a new focus for education. It provides a point of departure for organizing educational experiences for *each and every individual* to meet his/her needs for today and tomorrow.

Career education is not another name for vocational education or for academic education but integrates both. It does not replace traditional subjects nor should it be considered as a separate subject. It is intended that educational personnel at every level should integrate and emphasize the four areas of self, work, leisure, and resources in their program. The content of career education has the potential to serve as their program organizer.

Many concepts presently embodied in career education have been advocated previously at some point in American education. Career education is a synthesis of ideas which have historical perspective but focus on the future.[2]

It is our position that a life ethic or life career perspective of career education comes closest to meeting the total needs of educable retarded individuals. The work ethic perspective with its emphasis on the economic individual is too restrictive by itself because it tends to isolate economic aspects of life from other aspects of life. While those educators involved in the program fully recognize and support the important role that work plays in the lives of retarded students, they also recognize that work cannot be separated from other life roles and settings.

Unlike many professional workers who conceive career education as preparation primarily for work, we believe it should consist of preparation for all aspects of successful community living, including working. We accept the life centered definition of career education (Brolin, 1974) which states:

> Career education is the process of systematically coordinating all school, family and community components to facilitate each individual's potentials for economic, social, and personal fulfillment.

Thus, career education should be conceived as a *life centered approach* to education—one that encompasses all of education. We believe the following propositions[3] about career education as necessary for the development of a comprehensive career education curriculum that is consistent with this definition.

1. It is an extension from early childhood through the retirement years.
2. It focuses on the full development of all individuals.
3. It provides the knowledge, skills, and understandings needed by individuals to master their environment.

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[1] Adapted from the Career Education Plan submitted by West Allis (WI) Central High School.

[2] Adapted from the Career Education Plan submitted by Olathe KS.

[3] Adapted from Chapter 1, *Life 'Centered Career Education: A Competency Based Approach.* Reston VA: The Council for Exceptional Children, 1978.

4. It emphasizes daily living, personal-social, and occupational skills development at all levels and ages.
5. It encompasses the total curriculum of the school and provides a unified approach to education for life.
6. It is a life centered approach which focuses on the total life roles, settings, and events and their relationships which are important in the lives of individuals, including those that pertain to work.
7. It encourages all members of the school community to have a shared responsibility and a mutual cooperative relationship among the various disciplines.
8. It includes learning in the home, private/public agencies, and the employment community as well as the school.
9. It encourages all teachers to relate their subject matter to its career implications.
10. It includes basic education, citizenship, family responsibility, and other important education objectives.
11. It provides for career awareness, orientation, exploration, and skills development at all levels and ages.
12. It provides a balance of content and experiential learning, permitting hands on occupational activities.
13. It provides a personal framework to help individuals plan their lives, including career decision making.
14. It provides for the acquisition of a saleable occupational entry level skill upon leaving high school.
15. It is a life long education based on principles related to total individual development.
16. It actively involves the parents in all phases of education.
17. It actively involves the community in all phases of education.
18. It encourages open communication between students, teachers, parents, and the community.

CAREER EDUCATION GOALS/OBJECTIVES

The following have been agreed on by workshop participants and administration as the major goals and objectives of our career education plan for students with mild retardation.

Instructional Goals

- To provide all mildly retarded students with the opportunity to learn the 22 life centered competencies.
- To integrate educable retarded students more appropriately in regular classes and services for career development.
- To increase the number and kinds of hands on activities within various subjects.
- To encourage all teachers of retarded students to relate their subject matter to its career implications and provide for career awareness, exploration, guidance, and preparation opportunities.

Community Involvement Goals

- To involve the family more appropriately in career education planning and services.
- To involve community agencies more appropriately in career education planning and services.
- To involve business and industry more appropriately in career education planning and services.

Administrative Goals

- To monitor each student's competency level and progress more appropriately and relate it to an individualized program plan.
- To determine how special education personnel can be more appropriately used by regular teachers, counselors, and community personnel.
- To provide necessary inservice training/orientation to all involved staff prior to program implementation.
- To secure additional financial support and/or future planning in place of money to implement an effective career education program for retarded students.

INSTRUCTIONAL GOALS/OBJECTIVES

The Central High School faculty is dedicated to teaching mildly retarded (and other) students the 22 competencies within the most appropriate and least restrictive setting. We will endeavor to meet these objectives so that each student will achieve his/her highest level of competency attainment possible by the time s/he leaves the high school program.

Strategies/Methods and Responsibilities

For each of the four objectives, the following strategies/methods and responsibilities have been identified as important for their implementation.

Objective	*Strategies/Methods Necessary*	*Responsibility*
Teach life centered competencies	Encourage closer communication with family, community, and school. Have school personnel identify appropriate competencies and sign a contract to teach them (record on IEP).	See Competency Responsibility Section (follows).
Integrate appropriately	Use testing, observation, and parental involvement in developing an IEP for each student. Plan inservice training for various school personnel. Use the Competency Rating Scale.	Special education with classroom teachers.
Increase hands on activities	Secure relevant instructional materials on a more concrete level from business and industry in particular. Set up a career assessment and counseling center.	Every teacher.
Relate subject matter to career development	Require every teacher involved with retarded students to use at least one competency unit. Involve community resources. Involve all teachers in a career center.	Every teacher.

The student individualized education program form will be used to assure each student of appropriate educational services.

Competency Instruction Responsibilities: School Personnel

The 22 competencies will be taught by a variety of school personnel in several subject areas. These are as follows:

Competency	*Most Appropriate Discipline(s)*	*Subject(s)*
1	Consumer math, business, home economics	General business, Family living
2	Industrial arts, home economics	
3	Physical education, home economics	
4	Home economics	Child development, Family living
5	Home economics	Chef foods
6	Home economics	Basic sewing, Consumer living
7	Social studies	Civics, history
8	Home economics, art, music, industrial arts	Crafts, woodworking
9	Driver education, urban geography	
10-16	All but with:	
13	Emphasis from family living	
16	Emphasis from English, speech, reading	
17	Guidance, crafts, industrial arts, business	Bookkeeping, typing, Auto mechanics
18	Guidance, industrial arts, home economics	Foods, typing, bookkeeping, general business, woodworking
19	All classes	Woodworking
20	Physical education, crafts, art, home economics, industrial arts, business	Woodworking
21	Home economics, work study, industrial arts, business	Woodworking
22	Guidance, coop, work study, business	Woodworking

Course Changes or Additions

The following have been identified as needed modifications in Industrial Arts and Driver education.

Industrial Arts.

- Course Content: Students will spend two weeks at the beginning with a special education teacher. They will discuss occupations and interests, etc. Two average students should go along with other students to help them during the industrial arts courses.
- Four Weeks Drafting: Course skills should cover ruler reading; sketching lines, shapes, and sizes; picturing an idea; being able to coordinate hand and eye, read and write dimensions, develop a project, and survey materials.
- Six Weeks Woodworking: Students will layout shapes, read blueprints, work safely, and learn how a machine works. Using short projects and mass production, students will train for each machine. Skills should include nailing, home repairs, painting, paneling, window and door installation, and decorating.
- Three Weeks Power Mechanics: Students will learn operation of motors, machines, and hand tools and consumer information.
- Three Weeks Electricity: Course will cover electric motors, home appliances, and safety.
- Three Weeks Graphic Arts: Students will practice reading and writing, photography, and consumer information.
- Final Weeks: Each student will go to the special education teacher, discuss everything in the courses, and discuss occupations, safety, career choices, and industrial arts choices. Special education teachers will serve as resource people—order films and audiovisual materials, get speakers from the community, and set up field trips.

Driver Education. The course should include a lead in to behind the wheel instruction and approximately six class periods review to educable students preparing them for an oral Motor Vehicle Department examination by driver education personnel. Behind the wheel training will be in dual controlled cars.

Instructional materials needed.[4] There is a need for more audiovisual equipment in each classroom to further individualize for each student. This would include calculators, language masters, audiocassette tape recorders, and individualized teaching machines. Many career education programs are now available to be used with teaching machines. There is also a need for instructional materials in the area of commercial arts. Many of the instructional materials are too difficult for educationally handicapped students to comprehend and do not allow for enough practice. Therefore, a program designed to teach at a slower pace would be most appropriate for the secondary commercial arts students. A programed math program called Living Math, published by the University of Kansas, is also an instructional material that would be appropriate for middle school and high school educationally handicapped students. This program involves math skills that are needed to live on a daily basis. It includes activities on paying taxes, buying groceries, applying for different kinds of benefits, calculating and paying utility bills, etc. The materials and equipment listed here would be valuable to our program in the estimation of the teachers of the educationally handicapped students within the district.

Assistance needed from special educators.[5] Based on the input received from workshop participants and others, the following assistance and role will be assumed by special education staffs.

- Act as a resource to the regular teachers within their buildings, which will include resource information on materials, teaching techniques, and evaluation alternatives for educationally handicapped students. Special education staff also will act as contact persons for educationally handicapped students who are mainstreamed into regular programs.
- Provide input to staffing prior to children's placement. This would include subjective as well as objective information that will benefit the students to the utmost.
- Act as building coordinators for teachers working on the life centered competencies and subcompetencies. In this capacity, they will act as resource personnel.
- Act as a resource to guidance and counseling personnel. This will include input into staffing prior to placement in programs for the educationally handicapped and prior to mainstreaming educationally handicapped students into regular programs.
- Meet with parents in family counsel meetings to share with parents the specific goals and objectives that have been accomplished with these students. The staff will also assign to parents specific subcompetencies to work on in the home. The special education staff has always acted as a liaison for the student between the home and the school and will continue to carry this responsibility.
- Act as a resource to be involved in a community awareness program. This would include giving presentations or talks to the various community agencies interested in developing goals that would benefit educationally handicapped children within the school district. The special education staff will use these various community groups to improve skills in the personal/social areas.
- Be a resource to local business and industry. As a resource person, a staff member would be aware of the job opportunities available within the community as well as opportunities for employment outside the community. The special

[4]Adapted from the Career Education Plan submitted by Central R-III Schools, Flat River MO.

[5]Same as above.

education staff would be responsible to local business and industry in the preparation of students for successful employment.

Other.[6] In addition to the resource guides listed on the previous page, a partial listing of *local* instructional resources that it would be possible to utilize could include the following:

- Family finances: Supermarket, sales person, local bank or savings and loan, and the credit union.
- Home furnishings: Hack's Furniture, Iris Interiors, curtain shop, and furniture and upholstering.
- Personal needs: Health department, Mental Health Association, Social Security office, local church groups, Memorial Hospital, and Police department.
- Civic activities: Chamber of Commerce, City Hall, historical society, and public library.
- Food: Meurer's Bakery, Chef—West Allis Inn, farmers' market, supermarket and dietitian—West Allis Memorial Hospital.
- Recreation: YMCA, church group and recreation department.
- Mobility: Driver's license and police department.
- Art: Exhibits at City Hall and state fair grounds.
- Career information: West Allis *Star,* West Allis Central guidance department, public library, various industrial plants, and vocational school.

COMMUNITY INVOLVEMENT GOALS/OBJECTIVES

Career education requires the active and extensive involvement of family, agency, and business/industry resources. Central High School will endeavor to meet this challenge as indicated below.

Strategies/Methods and Responsibilities

For each of the three objectives under this category, the following strategies/methods and responsibilities have been identified as important for their implementation.

Objective	*Strategies/Methods Necessary*	*Responsibilities*
Involve the family in career development.	Request competency instruction. Provide inservice training and home visits. Send periodic reports of student progress and request parent reaction.	Special education teacher and/or school counselor.
Involve numerous community agencies.	Contact various agencies about the new career education curriculum. Hold open house to explain curriculum and needs. Conduct inservice for interested agencies.	Special education administrators.
Involve more business and industry.	Contact various civic clubs and the Chamber of Commerce and conduct a public relations campaign to get various companies to accept students for visitations and field experiences.	Various staff to be designated.

Further strategies and responsibilities will be identified as the curriculum and its needs evolve.

Competency Instruction Responsibilities: Community Personnel

The *family* will be expected to assist school personnel in teaching students the 22 life centered competencies. They will be expected to be appropriately involved in their son/daughter's IEP to the extent possible and within their capabilities. They will work closely with the special education teacher, counselor, and other personnel in daily living, personal-social, and occupational skills development.

School personnel assigned to teach the various competencies will assume the responsibility of involving the family so that the student successfully acquires the competencies. Parents will be asked to participate in various curriculum development and other committees.

A great number of community *agencies* will be used to assist in the student's career education. The school personnel responsible for the various competencies will be responsible for involving appropriate agencies.

The role of *business and industry*[7] is particularly important in the occupational guidance and preparation area although there are many implications for other competencies too. Teachers responsible for each competency should utilize business and industry as appropriate.

For each of the 22 competencies the following is suggested as important involvements from the community sector. School personnel will assist in the implementation of each competency.

[6]Adapted from the Career Education Plan submitted by West Allis (WI) Central High School.

[7]Adapted from Career Education Plan for Roosevelt High School, Minneapolis MN.

Competency	*Family Role*	*Agency Role*	*Type of Business/ Industry*
1	Sharing your method of budget with allowances.	Welfare department, Internal Revenue Service, Department of Consumer Affairs.	Local bank, various businesses.
2	Encouraging home care responsibility—mainly the student's own room.	Tenants' union, housing authority.	Realtor, rental agencies, utility.
3	Teaching personal grooming.	Health department, church.	Department stores, teen board.
4	Teaching by discussion and example.	Welfare, Planned Parenthood, church.	
5	Going shopping as a family, sending the child to the store to purchase items.	Departments of health and agriculture.	Grocery store, restaurants.
6	Sharing in shopping.	Department of Consumer Affairs.	Department stores, fabric stores, sewing machine stores.
7	Discussing newspapers, television news, register and vote.	Police department, governmental agencies, political parties.	Public affairs divisions of large businesses.
8	Sharing activities together.	Parks and recreation, youth groups, churches, service organizations.	Sponsors of activities.
9	Giving example and demonstration of public transportation, etc.	Bus company, police department.	Service stations, bus companies.
10	Giving a lot of praise and listening to the student.	Parks and recreation, churches.	
11	Praising and allowing more responsibility.	Girl and Boy Scouts, YMCA and YWCA, churches, parks and recreation.	
12	Taking the student into the community.	Girl and Boy Scouts, YMCA and YWCA, churches, parks and recreation.	Recreational businesses.
13	Developing listening and communication skills.	Counseling centers, fraternal organizations, Girl and Boy Scouts, YWCA and YMCA.	
14	Giving responsibilities to the student.	YMCA and YWCA, youth clubs, churches.	
15	Helping the student know where to go for good advice.	Counseling services, churches.	
16	Talking to the student and helping him/her to read.	Libraries, tutoring program.	
17	Explaining and showing various jobs done by relatives, friends, neighbors, and others.	Employment service, unions, library.	Various businesses (tour, speakers, literature, films).
18	Discussing with son/daughter interests and needs and how they relate to jobs in the community.	Employment service, vocational rehabilitation.	
19	Assigning and expecting specific work tasks around the home; building expectations and responsibility.	Rehabilitation facilities, employers.	Various businesses (personnel director, job tryouts).

20	Assigning jobs that increase physical stamina; providing recreational activities for physical development.	Recreation and parks, rehabilitation, employers.	Various businesses (personnel director, job tryouts).
21	Training in a home workshop or through community work.	Vocational-technical schools, on the job training.	Various businesses (personnel director, job tryouts).
22	Role playing, reading newspapers, going to the employment office.	Employment service, rehabilitation agencies.	Newspaper companies, various businesses (personnel directors).

Other Responsibilities

Parents will assume the following roles to meet the objectives: participate on a program advisory committee, volunteer as teacher aides, provide transportation services to community agencies, assist in seeking job training systems and employment opportunities, and seek to increase school funding. Agency personnel will provide more funds and services to these students, serve on a program advisory committee, identify funding sources, develop a lifelong continuum of services for departing students, and help in establishing career exploration and training sites. Business and industry will open up new training opportunities, serve as speakers and provide tours, sponsor career days, identify current job possibilities, and donate funds for career development services.

The involvement of business and industry injects a real world atmosphere into the curriculum which will stimulate and enhance the motivation of both students and teachers.

Besides helping the school meet its objective relative to the 22 competencies, business and industry shall also provide the school with materials and resources to enhance the number and kinds of hands on activities within various subjects.

ADMINISTRATIVE GOALS/OBJECTIVES

Career education will be implemented only if there is strong and appropriate administrative support. The plans for this follow.

Strategies/Methods and Responsibilities

For each of the four objectives, the following have been identified as important for their implementation.

Objective	*Strategies/Methods Necessary*	*Responsibility*
To monitor competency level and progress.	Use Competency Rating Scale record form. Maintain a cumulative folder on performance (written-oral task). Establish individual competency and plan programs accordingly. Include self evaluation.	Teachers in contact with student and parents. Counselor/student/parent.
To determine how special education personnel can work with (a) teachers, (b) counselors, and (c) community.	Explain student competency level. (a) Should share techniques, help in vocabulary, administer tests—verbally when necessary, and supplement classroom work. (b) Should discuss emotional problems, conflicts, and timing of mainstreaming, and communicate to regular peers prior to placement in regular class. (c) Should identify resource agencies.	Special education teacher.
To provide inservice for all involved people—community, parents, staff.	Provide time (in school) for inservice through a shorter day, faculty meetings, departmental meetings, orientation days before the school year starts, and/or time built into the curriculum.	Administration. Curriculum writing groups, supervisors.
To secure additional support and matching facilities, materials, and services.	Federal and state grants, i.e., Title IV. Private sources—service groups, industry, parent groups, volunteer groups, and post- and undergraduate and university students.	Administration/staff teams. Parents (board approval).

Staffing Requirements

The need for staff to adequately meet the goals of this plan will require the following:

- More team teaching.
- Parent volunteers as teacher aides to aid regular classroom teachers.

- Student teachers from the university majoring in special education.
- More emphasis on peer tutoring by regular students.
- More use of community speakers and resources.
- A vocational evaluator and job development specialist.

Facilities/Resources

The only new facility that will be needed is a career assessment and counseling center. This center will be located within the present high school building and will be renovated into a pleasant, attractive atmosphere equipped with several career exploration systems, work samples, occupational information and interest tests, and media. There will be several rooms for individual and group counseling and an employer's reception and interview area.

Staff Development

Staff members who were not involved in the first workshops will begin receiving inservice training next semester. Professional growth or college credit will be available for those desiring it. Additional trainers will be used as necessary. In addition to the workshops:

- New trainers will spend a day in the special education classroom to learn more about these students.
- A weekend retreat will be conducted once per year for all personnel who completed the workshops to discuss progress, modifications needed, etc.
- Periodic parent-community agency-business/industry meetings will be held to rap and convey new techniques and directions that are being undertaken.

Student Assessment[8]

Soon after the opening of school in September, all mildly retarded (and other handicapped) students will be evaluated, for diagnostic purposes, on the 22 competencies by the special education staff. Periodic evaluation will then be carried on throughout the school year because it will be a practical impossibility to evaluate all students on the competencies on the same day or even in the same week. In addition to formal testing tools, informal observation, personal conferences, and other evaluative measures will be used, all requiring a good deal of time. Still to be resolved is the issue of who should evaluate student performance on the competencies at the completion of a course, unit of study, or trimester. It may be that classroom teachers will feel they can best infuse the competencies into their curriculum by using the competencies relevant to their courses as teaching objectives but leave the evaluation of student performance on the competencies to the special education staff. This might not be an ideal arrangement, but because of the expertise, time, and special circumstances required for the evaluation, this might prove to be the pattern adopted initially by the faculty. The thrust of implementation of the career education plan, however, is for regular classroom teachers to adopt the competencies as objectives for retarded students, implement teaching strategies to achieve those objectives, and conduct evaluations of student performance on the competencies.

Program Evaluation

The Competency Rating Scale, IEP form, and other outcome measures available in the inservice training package will be used to provide periodic assessment of the effectiveness of the career education plan that has been implemented. Input from the community advisory committee as well as the inservice sessions mentioned earlier will provide further data about program effectiveness. The satisfactory attainment of the 22 competencies by *all* students will be the major focus of evaluative efforts.

Budgetary Support[9]

Unless there is additional budgetary support for implementation of the career education plan the degree of commitment to participation in the project by faculty members is problematical. If the goal of the best possible education for all students is vitiated to any extent by improper means—excessive class size in classrooms with regular and retarded students, inability of the classroom teacher to individualize instruction for retarded students, lack of staff time to properly plan and coordinate implementation of the career education plan—faculty members will opt out of participation. In an attempt to avoid such a situation, a meeting will be held with central office education division administrators to explore possible commitment of special education money to support the career education plan.

Such budgetary support would be used to make possible the following conditions, for which priorities will be determined before the meeting takes place:

- Additional staff time for special education teachers to service regular teachers with retarded students in their classes.
- Reduced class size for regular classrooms with retarded students.

[8]Adapted from Career Education Plan submitted by Roosevelt High School, Minneapolis MN.
[9]Adapted from Career Education Plan for Roosevelt High School, Minneapolis MN.

- An hour of released time daily for the four trainers to work with faculty members to plan, coordinate, and implement the career education plan.
- Budgetary support for purchasing high priority materials for use with retarded students.
- Funds for employing the vocational evaluator and job development specialist mentioned earlier.
- Funds for renovating the west wing of the high school into the career assessment and counseling center described previously.

IMPLEMENTATION[10]

The implementation of this career education plan depends on the interest, support, and participation of almost the entire high school faculty. Fortunately, in the preceding year we have been making an effort to integrate retarded students into regular classrooms so the concept will not be new to most faculty members. Nevertheless, a concerted effort such as the one envisioned in this plan requires a careful period of dissemination of information and opportunity for input by all faculty members concerned. Consequently, it is helpful to think of implementation as taking place in three different but not entirely separate and discrete phases.

The first phase will consist largely of planning and preparatory activity with some assistance being given to teachers who have retarded students previously scheduled into their first trimester regular classes. The second phase will be one of accelerated implementation with additional retarded students scheduled into second trimester regular classes and ongoing needs assessment taking place throughout the trimester. The third phase will be one of full implementation and intensive evaluation so that in the spring of 19____ additional planning can be done for the 19____ through 19____ school year.

The following is the first phase timeline:

Preopening of school, Fall

1. Trainers and coordinating committee meet with the principal to review workshops, goals, and implementation plan.
2. Trainers and the Career Education/Special Needs Committee make an introductory presentation at the faculty meeting.

Life Centered Career Education presentation at faculty meeting, September

1. Trainers, members, and the principal meet with special education division representatives to explore methods of getting additional budgetary support where needed for implementation of the career education plan.
2. Trainers and committee make the Life Centered Career Education presentation to department chairpersons cabinet.
3. Trainers and workshop participants make the presentation to departments at the first regularly scheduled department meeting (most departments were represented at the workshop; exceptions were the art, business, foreign language, mathematics, and music departments).

October

Career Education/Special Needs Committee and trainers meet with the principal to assess progress to date and to explore methods of meeting expressed faculty needs regarding implementation of the career education plan (e.g., inservice sessions on retarded students and using the competencies, additional staff time for inter- and intradepartment coordination of effort in teaching the competencies, methods of reducing the student load of teachers with retarded students in their regular classrooms).

November

Schedule inservice sessions, special staff meetings, and planning sessions as needed to prepare for additional retarded student enrollment in regular classes at the beginning of the second trimester in December.

In all of the faculty group presentations, the basic thrust will be twofold: (a) to give information about the competencies and this career education plan and (b) to invite faculty input on the implementation of the career education plan. It is anticipated that two major faculty concerns will be the procedure used to maintain normal class size so that neither regular nor retarded students will suffer when they are enrolled in regular classes and the method used to assure that special education funds do in fact follow the student wherever they go. In addition, the following points will be emphasized in the presentations:

1. Because mainstreaming has already been put into effect to a certain degree, the career education plan does not mean there will be a drastic change;
2. We need to make sure we all understand what mainstreaming is and what it is not; and
3. State and federal law and school system policy now require mainstreaming.

Much has already been done prior to the opening of school in the fall that will contribute to the implementation of the career education plan. The special education teachers, in consultation with counselors, the school social worker, and the

[10]Adapted from Career Education Plan for Roosevelt High School, Minneapolis MN.

assistant principal in charge of programing and—in the case of incoming tenth graders—similar personnel in the feeder junior high schools have already programed retarded students in regular classes. In addition, more retarded students will be programed into regular classes at the beginning of the second and third trimesters. New resources and materials have already been requested where needed; additional materials will be ordered throughout the year as needs are identified and budgets permit.